

MODULE

*Community Based Organisations
(CBOs) Management*

Participants Workbook

Day One

1. Welcome and Introductions
2. Expectations and Programme Outline
3. Contract Establishment/Ground Rules for the Workshop
4. Definition of Management-CBO Management
5. Planning-Definition of Management Planning
6. Succession Planning
7. Motivation
8. Staff Development
9. Delegation as a function of Management

Day Two

1. Delegating Successfully
2. Time Management
3. Meeting Management
4. Presentation Skills
5. Managing Teams
6. Conflict Management
7. Feedback
8. Closure

1. INTRODUCTION

1.2. Participants Expectations

It is crucial that the learning expectations of the workshop participants are identified. The identification of the workshop participants' needs and expectations allows the facilitator(s) to create a relevant and learner-focused approach.

Activity-Expectations

Workshop expectations of the participants will be a shared rather than an assumed process to be obvious process by the facilitator.

Aim:

- To identify your expectations and needs for this workshop session.

Time:

1. 20 minutes discussion in groups

Task:

1. Identify your expectations for this workshop session.
2. What can you contribute to make this workshop successful?
3. What are the possible obstacles that can prevent you from achieving your expectations?



2. Ground Rules

It is important for all participants' in-group situations to collectively design and implement a set of ground rules and norms of behaviour to create a productive and conducive learning environment. These ground rules set the tone for future discussions and behaviour for the duration of the workshop or training programme.

2.1. Some examples of the conventional ground rules includes the following:

- ✓ Speaking in turns which means one person speaks at a time;
- ✓ People who wish to speak should put up their hands for recognition;
- ✓ Punctuality for the sessions is important;
- ✓ Cell phones should remain switched off for the duration of the training session, and
- ✓ Consensus should be arrived at through a democratic process for resolving challenges.

Activity-Ground Rules

Aim:

- ❖ To develop ground rules for the group.

Time:

1. 10 minutes discussion in groups
2. Brainstorm in plenary

Task:

1. Find a partner.
2. List and discuss 2 issues that you feel would create a fair and conducive environment for learning.
3. Each group will brainstorm the list.



CBO MANAGEMENT

DEFINITION OF MANAGEMENT

Management

Everyone present here today has been involved in management, in one-way or another. Management can range from planning to come to the workshop today, to running a household (mostly women though nowadays there are also child-headed households and to yet another complex and much more involved task of managing the work of a Community Based Organisation (CBO), Faith Based Organisation (FBO) or Non-Governmental Organisation (NGO).

Group Activity-Definition of Management

Aim:

- ❖ To define Management from you CBOs/FBOs/NGOs context.

Time:

1. 30 minutes discussion in groups
2. Brainstorm ideas on the definition and understanding of the context of management.

Task:

1. What is your role in the management of your organisation?

2. How would you define management in your own context, that is, as far as your organisation is concerned?
3. What aspects of management are important to your organisations?
4. What would consider being a good manager?



The following ideas may be helpful in outlining the definition of management. Furthermore different activities of management are also outlined for discussion. Please note that your input into the definition of management will add value to the African perspective of management.

There is no generally accepted definition of management but the following is considered sufficient since the revision of previous theories still contribute to the original ideas:

To manage is to forecast and plan, to organise, to command (*motivation or directing and leading*), to coordinate and to control. (H. FAYOL, 1916).

Management is a social process including the five general functions of management such as planning, organising, staffing, directing and leading and controlling. (E. F. L. BRECH, 1957).

The systems approach to management includes inputs, throughputs/conversion and outputs. Management also includes the following activities:

PLANNING:

Planning involves decision-making about the (*ends*) organisational, Aims and Objectives (*means*) conduct (*policies*) and (*outcomes*) results.

ORGANISING:

Organising entails the coordination of activities and allocation of resources (human and material) to achieve organisational plans.

MOTIVATING:

Motivation involves gaining the commitment of employees and colleagues. The main point is meeting the social and psychological needs of employees in the fulfilment of the goals of an organisation.

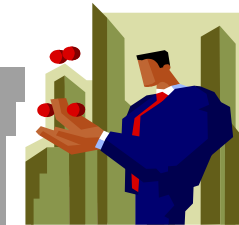
CONTROLLING:

Controlling involves taking corrective action (monitoring and evaluation) of activities and has three basic functions. These are:

1. Establishing standards of performance (***sometimes this is called benchmarking***).
2. Measure actual performance against standards (***sometimes called evaluate or review***)
3. Take corrective action where appropriate (***sometimes called appraisal***).

DEFINITION OF MANAGEMENT PLANNING

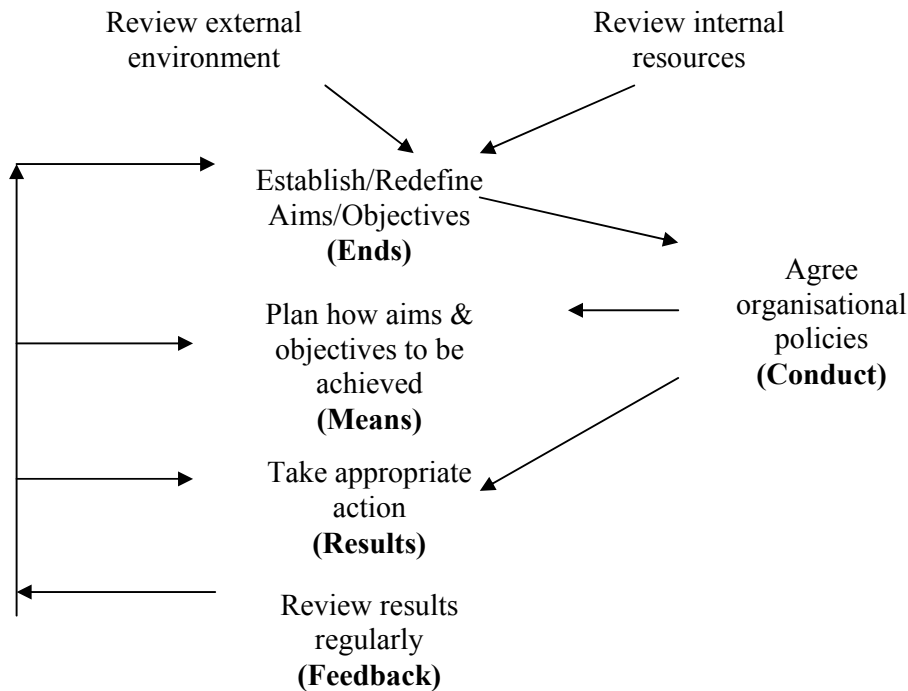
Planning: Planning is a decision-making process by which an organisation decides **what** it wants to achieve, **how** it intends to achieve it, and in **what** manner (Cole, 200: 122).



Planning is a major management process that is concerned with defining the **ends, means** and **conduct** of every organisation. These aspects of planning can be defined as follows:

1. **Ends** are concerned with the redefining the aims and objectives of an organisation.
2. **Means** have to do with taking steps (making plans) by which aims and objectives will be achieved.
3. **Conduct** is concerned with the manner in which plans will be carried out.

Study the planning model process below in order to follow the planning process:



Short-Term Planning

Short-term plans may last from six months to about a year depending on the size of an organisation and its operations.

Intermediate/Medium-Term Planning

Medium-term or intermediate plans may last from about six months to about three years. This assumption is based on the size and operations of an organisation.



Long-Term/Range Planning

Long-term/range plans may last anything from five, ten to twenty years depending on the size and operations of an organisation.

Group Activity-List the types of Plans in your Organisation.

Aim:

- ❖ To provide a list of plans and their time frames in your CBOs/FBOs/NGOs.

Time:

1. 30 minutes discussion in groups
2. Brainstorm ideas on the types of plans that are normally prepared in your organisations.

Task:

1. What is your role in planning the activities or your organisation?
2. List the types of plans that you are aware of in your organisation.
3. What plans are in place in your organisations for the purpose of management?



SUCCESSION PLANNING

Structured management development systems also have a key feature of succession planning. Succession planning can be defined as identifying who currently is in a position or post and who is available and qualified to take over in the event of:

- Retirement
- Voluntary leaving
- Dismissal or
- Sickness

A succession-planning chart would typically contain key management jobholders and brief references to their possible successors. A chart looks like the one below:

This theory perceives people to be motivated by social needs, that is, needs for relationships. Managers must therefore focus on the peoples' needs vis-à-vis the task needs to achieve maximum productivity.

3. Self-actualising Man (Person)

This theory is based on Abram Maslow's Hierarchy of Needs that stresses that people are motivated by the desire for individual fulfilment. The implication is that employees need challenges, responsibility and autonomy in order to be productive.

4. Complex Man (Person)

The proponent of this theory suggests that this theory perceives a psychological contract to exist between the employees and an organisation based on the expectations from each other.

SIX CURRENT THEORIES OF MOTIVATION

The six later theories of motivation include the following:

1. Expectancy Theory

This theory proposes that an individual's behaviour towards a task is formed not by objective reality but by her/his subjective perception of that reality (*we see that which we want to see*). The perception normally centres on **effort**, **performance** and **rewards**.

2. Equity Theory

This theory relates to how people compare themselves against others in terms of inputs and output and largely on subjective perception of these. If employees perceive an unequal situation, they experience, '*equity tension*' and they will most likely correct by appropriate behaviour.

3. Goal Theory

According to this theory, the goals that individuals set themselves and own are the major driving force or motivator. Employees' aims for set targets and strive to reach them. Feedback is a strong component of this theory.

4. Attribution Theory

The attribution theory is based on the assumption that peoples' behaviour is shaped by external factors that they do not have control over and internal factors which they have control over.

5. Reinforcement Theory

The theory derives its orientation from the fact that all behaviour is influenced by the consequences of earlier behaviour. It argues that all behaviour is determined to some extent by the reward or punishment obtained from previous behaviours, which reinforces the current behaviour.

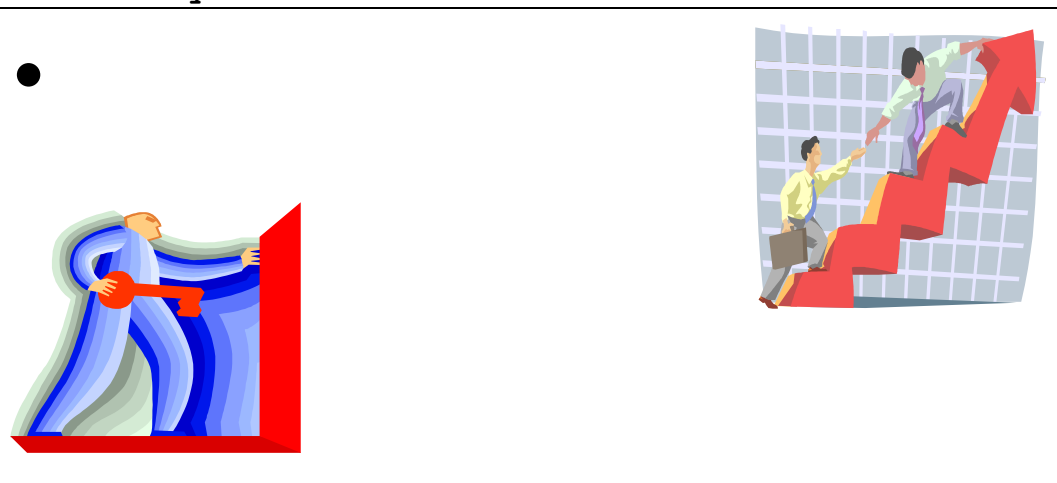
6. Theory Z-The Japanese Approach

The objective is for an organisation to strive to coordinate people and not technology, to achieve productivity. The theory emphasises the following with respect to the Japanese organisational culture:

- Lifelong employment prospects
- Shared forms of decision making, and
- Relationship between boss and subordinate based on mutual trust.

ACTIVITY: WHAT MOTIVATES YOU?

Take 20 minutes to think about what motivates you, that is, your needs and desires and then tabulate them. Now, think about what actions you will need to take in order to meet these needs. Write these next to or underneath the needs you tabulated above.



STAFF DEVELOPMENT

Why do we need to develop staff?

Staff development is important for maintaining high performance levels and required competences. New technology and new developments in almost every area of life happens at an unprecedented rate. Ongoing staff development is therefore essential to maintain current levels of competence and to embrace and adapt to changes.

Competences Needs Analysis

Conduct a needs analysis for yourself and team developmental needs. Prepare an action plan to address these developmental needs. Remember, some of the workshops and seminars you attend may 'look really good' but actually do not address the developmental needs of yourself and the team members and is not priority.

Skills Audit

Every staff member should sets aside to time to review his or her personal performance objectives (which should be linked to those of the team) and assess the skills she or he and the skills needed. This process is known as the skills audit and it helps to identify the current level of skills and recommend staff development based on existing gaps between skills and required skills.

GROUP ACTIVITY: SKILLS AUDIT

Use the following skills audit instrument and report back on your findings. This activity should take you about 15 minutes. The skills audit you complete should be on one task that you perform regularly.

Skills Audit for _____

<i>Performance Objective</i>	<i>Skills Required</i>	<i>Current Skills</i>	<i>Needed Skills</i>	<i>How</i>

--	--	--	--	--

The skills audit helps both the individual and the team to make recommendations on staff development. Staff development should be based on the following:

- Priority
- Uniqueness of Skills
- Return on Investment

Priority: Priority is normally based on budget limitations and relevance to personal and team goals. For example, if a team decides to focus on targeted improved community service delivery, they would focus on that aspect other than what the staff may suggest.

Uniqueness of Skill: A question to ask here is: 'Are there staff members in the team who have the skills required by other who can therefore assist their co-workers in acquiring it?

Return on Investment: Most organisations (teams) have limited staff budget. Sending a staff member on a course that will consume half the annual staff development allowance may be legitimate if the member will contribute to the core business of the organisation/team. However, developing this skill may be difficult to justify if it is not in an area of the team's core and does not directly meet the high-priority performance objectives.

Formal and Informal Staff Development Initiatives

The following are formal and informal staff development initiatives:

Informal Staff Development	Formal Staff Development
Reading current journals and articles	Staff for formal qualification
Viewing video tapes	Purpose designed classes
Networking with people in relevant area	Courses or Seminars
Work shadowing for specified periods	Training in general areas

The following chart can be used for staff development initiatives. Once the team has set priorities, it is important to set time frames. Some activities will need to be phased in immediately while others may be phased throughout the year. This chart will indicate who has

had the opportunity for team development and who still requires this opportunity.

Staff Development Chart

<i>Staff Member</i>	<i>Dates of staff Development</i>	<i>Description of staff development</i>	<i>Team performance objective being addressed</i>	<i>Personal performance objective being addressed</i>

Group Activity-Discuss how do you keep up to date knowledge and skills related to you job.

Aim:

- ❖ List the suggestions of how you keep up to date with knowledge and skills related to your job in your CBOs/FBOs/NGOs.

Time:

1. 30 minutes discussion in groups
2. Brainstorm ideas on the suggestions that are most effective

Task:

1. What informal staff development activities have been initiated in you organisation?

2. What formal staff development activities have been initiated in your organisation?
3. List the initiatives that may help you in your job.



DAY TWO

DELEGATING SUCCESSFULLY

Definition of Delegation: Delegation is essentially a power-sharing process in which individual managers transfer part of their legitimate authority to subordinates/team members, but without passing on their own ultimate responsibility for the completion of the overall task which has been entrusted to them by their own superiors.

It is therefore clear that delegation is the transfer of authority from one person to another. This transfer of authority is governed by the following four principles:

Authority: Is the right conferred (given) to some members of an organisation to act in a certain way over others.

Responsibility: Is the legitimate expectation of a level of performance that a senior person has of her or his subordinates or team members. Part of the authority to act may be passed on downwards but not the responsibility (accountability).

Power: The ability to effect changes in other people so that they do what you want. Only when power is restraint within defined parameters can it be called 'authority'.

Empowerment: Empowerment signify an approach to managing people which enables them team members to exercise greater decision-making on day-to-day matters of their work.

Where a manager or supervisor is not qualified, a more qualified form of delegation would be granted as follows:

1. Authority to select final candidate subject to superior approval
2. Authority to appraise staff within procedures
3. Authority to recommend unsatisfactory staff for transfer or dismissal.

The reasons for delegation may be practical or idealistic

Practical Reasons for Delegation

1. Delegation helps senior managers to focus on more important duties.
2. It helps decisions to be taken at the nearest point of impact, that is, without delays of referring to superiors.
3. It gives managers the opportunity to experience decision-making and its consequences.
4. It encourages managers to learn how to cope with responsibility
5. Contributes to staff development and motivation

Idealistic Reasons for Delegation

1. Delegation is a 'good thing' for



- individual growth and contributes to staff morale
2. Delegation is the '*the sin qua non of empowerment*'.
 3. Delegation helps to enrich individuals' jobs and humanises work.

TIME MANAGEMENT

Personal effectiveness at work is based on how everyone manages his or her time. In order to manage your time effectively, you need to use the various forms of records keeping those that suite you best. There are different instruments including:

- A Diary
- An Electronic Diary
- A Notebook
- A Cell phone

Break down your tasks according to the following:

- Routine tasks
- Ongoing Projects
- Planning and Development (tasks that further develop your job).

Analyse your tasks according to the following format:

- Tasks that are important and urgent
- Tasks that are either important or urgent, but not both
- Tasks the are neither important nor urgent

Typical Time-Wasters at work include some of the following:

- Prolonged or unnecessary meetings with colleagues.
- Interruptions from own staff, colleagues or boss (however-well intentioned)
- Idle conversations (in the sense of casual chit-chat)
- Unnecessary memos and paperwork.

GROUP ACTIVITY: discuss methods of improving time management in your groups. This activity should take about 30 minutes. At the end of your discussion a list of positive attributes of good time management must be tabulated.

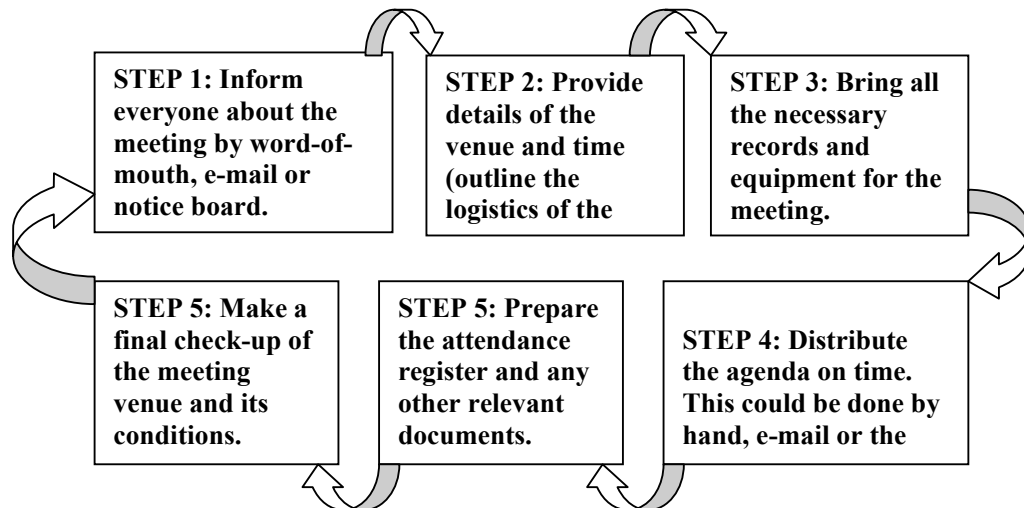
MEETING MANAGEMENT AND PROCEDURES

Generally meetings are held for the following reasons:

1. To give and receive/obtain information regarding decisions that need to be taken for the welfare of the entity in question.
2. To update members on the developments within and outside the entity that has a direct bearing on the organisation.
3. Meetings are held in line with the provisions of the Constitution of the organisation.
4. Meetings could be general or Annual General Meeting (AGM) .



STEPS IN CALLING A MEETING



STEP 1:

about the meeting

Notification

1. Notify all members about the meeting two weeks in advance depending on your specific circumstances.

2. Distribute the agenda, which should state the date, time and venue of the meeting ahead of time.

STEP 2: Necessary Dossier for the Meeting

1. Circulate the attendance register so that all can sign.
2. The scribe should distribute the necessary and relevant dossier such as minutes of the previous meeting. Alternatively, the Scribe can record who is present and who is absent from the meeting.

Brainstorming a list items to be included in the agenda of the meeting of a CBO/NGO/FBO.

Aim:

- ❖ To brainstorm an agenda for the meeting.

Time:

1. 20 minutes discussion in groups
2. Brainstorm in plenary

Task:

1. List the items to be included in the agenda for your meeting.



STEP 3: Brainstorm the items for the agenda of the meeting.

Some of the common items that are included in the agenda are the following bearing the differences in meetings:

1. Present and apologies
2. Adoption of the previous minutes.
3. Project/Subcommittee/Directorate reports.
4. Follow-up on tasks allocated.
5. Organisational financial reports.
6. Any other business (AOB) or matters arising.

7. Date, time, venue and proposed agenda items for the next meeting.

STEP 4: Conducting a Meeting

GROUP ACTIVITY: Outline steps that you would take in conducting a meeting. The activity should take about 10 minutes at the most.

ACTIVITY: TROUBLESHOOTING ACTIVITY

Take 20 minutes and discuss the following in groups.

What steps you would take if any of the following situations arose?

The meeting does not have a quorum.

-  _____

The Scribe is not available

-  _____

Two people engage in a shouting match that escalates to a physical fight.

-  _____

Good Meetings	Bad Meetings
1. There is a specific need for a meeting.	1. There is no reason for a meeting. We meet for the sake of meeting.
2. The outcomes of the meeting and the decisions to be taken are clear.	2. Meeting turn into general discussions and no decisions are taken. We kill time.
3. There is a plan of action.	3. No plan of action only vague undertakings
4. Clear targets of the deliverables and deadlines are set for such.	4. There are not set targets and deadlines on what needs to be achieved.
5. Duties and responsibilities are allocated to a specific	

person(s).	5. No delegation of duties or responsibilities.
------------	---

PRESENTATIO SKILLS

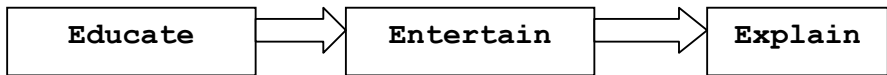
There are two basic and important skills required to make or give good presentations. These are preparation and practice. It is important to remember to vary your presentation depending on the size and make of your audience.

- Common Fears of Presenters are:
- Excessive Nerves
- Bored Audience
- Hostile Audience
- Breakdown of Visual Aids

Prepare and Check your Logistics in advance

- Who is organising the event
- How will you get there?
- How long is the journey?
- Will you need to find accommodation?
- What size is the room/hall where you will be presenting?
- What equipment will be needed for your presentation?
- Who is speaking before you?
- Who will introduce you?

Use the three E's to clarify your objectives



MANAGING TEAMS

Team Development Model

Develop

- A common purpose
- Goals

Identify

- Group behaviours
- Stages of group development
- Match with the appropriate

<u>Stage One</u> <u>Forming</u>	<u>Stage Two</u> <u>Storming</u>	<u>Stage Three</u> <u>Norming</u>	<u>Stage Four</u> <u>Performing</u>
Morale (Commitment)			
Productivity (Competence)			
Directing	Coaching	Supporting	Delegating

Group roles

Assign group roles to support the development of groups into teams

Forming Stage: It is a formation of teams that includes ice-breakers, establishing expectations, negotiating the programme and setting group norms to develop the groups ability to operate independently.

Storming Phase: It's a phase where conflict arises; there's power struggle within the group. Disagreement is healthy as long it does not degenerate into personal conflict.

Norming Stage: This stage is complete when members subscribe to a common set of agreed behaviours and expectations.

Performing Stage: The group concentrate on accomplishing the task assigned rather than familiarising themselves with each other.

Adjourning Stage: The focus shifts from the performance of tasks to the closure of the group.

CONFLICT MANAGEMENT/RESOLUTION

WHAT IS CONFLICT?

Conflict may arise when/may be/is:



- Expression of differences between people or groups of people.
- Can be peaceful or violent.
- Can occur between individuals or groups of people.
- Can be anything from an argument to a civil war.

Conflict is about power

One person or group wants power over another person or group

Does this mean that having power is bad at all? What are your thoughts?

—

What kinds of power do you have?

—

What kinds of conflicts situations to you get into most often in your organisation?

—

Who mediates on these conflict situations? Do they get resolved at all?

—

By Managing conflict we may be able to do the following:

- Prevent conflict from getting worse
- Improve cooperation
- Motivate staff members
- Build consensus
- Build trust

AN ARGUMENT

Group Activity: Resolving an Argument.

Aim:

- ❖ To discuss conflict management skills in an organisation.

Time:

1. Develop an intense argument over an issue at work or amongst employees of an organisation.
2. Spend 20 minutes brainstorming ideas of conflict resolution.

Task:

1. Get into groups of four and decide on an argument that is happening between members or members and management of your organisation.
2. The third party should play the role of a Mediator.
3. The mediator should give the parties ample time to argue before mediating.



THE MEDIATOR

The role of the Mediator should be to:

- a) Stop the argument
- b) Give each member a chance to give their side of the story to the conflict without the other party interfering
- c) Ask each person for possible solutions
- d) Choose the best solution and get agreement on it
- e) Congratulate them on sorting out their conflict.

THE GROUP

Group discussion should indicate the following:

- a) How effective was this approach
- b) Does the group think it could be used to manage and resolve conflicts that arise in your situations?
- c) What other conflict skills do you think could be applied in this situation?

COMMON CAUSES OF CONFLICT SITUATIONS IN ORGANISATIONS

Use the table below to think about the common causes of the conflicts that you have to deal with in organisations. Think about their causes and whether you have enough resources at your disposal to deal with them. If you do not have such support, think about local organisations and structures that deal effectively with conflicts.

POSSIBLE WAYS TO MANAGE CONFLICT

Negotiation: When people or parties agree to seek to reach an agreement over a problem, conflict or interest between them by adjusting their views and positions while as far as possible preserving their interests in a joint effort to achieve consensus.

Joint Problem Solving: Joint problem solving involves two or more parties who seek to reach an **agreement** over a problem (challenge) which exist between them by identifying the causes of their differences, generating alternative solutions to their differences and **jointly agreeing on viable solutions** to their differences.

Facilitation: This is a **voluntary** process in which an **acceptable third party** manages a discussion between parties. There is no set formula and the facilitator may alternate the role of mediator and chair of the dispute resolution.

Mediation: This is also *a voluntary* process in which the services of an *acceptable third party* are used in a dispute as a means of helping the disputing parties to arrive at an *agreed solution*.

FEEDBACK

Giving Feedback

Definition: The process of giving people information about the results of their action. Managers will give feedback on staff *performance*. Staff members also need to give feedback on their *welfare or lack thereof*.



Purpose of Feedback

Explain to participants the purpose of feedback. Their discussion should focus on feedback within the CBO/FBO/NGO:

- How others see me (Helps people see themselves as others see them).
- Their strengths.
- Their weaknesses.

Importance of Feedback

Feedback can improve *motivation* and *performance*. If badly handled or avoided it can lead to *superficial conformity* and *deep resentment* or *rejection*.

Difficulty of giving Feedback

- People don't usually enjoy criticising others.
- The receiver of feedback normally becomes defensive.
- The receiver may become upset and argue his/her case.
- Remember, giving and receiving praise is just as uncomfortable!

GROUP ACTIVITY: *When and how to Give Feedback?* Outline the process and steps for giving feedback in your groups. This activity should take about 30 minutes including discussions.