WORKSHOP ON
FORMING AND MAINTAINING
PEOPLE'S ORGANIZATIONS

ORGANISED BY

THE CATHOLIC HOSPITAL ASSOCIATION OF INDIA
SECUNDERABAD

IN COLLABORATION WITH

COADY INTERNATIONAL INSTITUTE, CANADA

SECUNDERABAD, 27 FEBRUARY - 3 MARCH 1995

EXECUTIVE SUMMARY

This manual focuses primarily on methods of mobilizing disadvantaged groups to form and maintain people's organizations. The methods are presented for three life-cycle phases of an organization - pre-organization formation, organization formation, and organization maintenance.

Pre-organization formation methods are those required to mobilize a disadvantaged group for the purpose of analyzing its situation, selecting priorities and focusing on manageable problems. Organization formation methods are those required by a disadvantaged group for the purposes of formulating an overall development strategy and constructing an action plan to form an organization. Organization maintenance methods are those required to strengthen the planning, organizing, controlling and coordinating capabilities of a new organization.

The manual assumes that the formation and maintenance of people's organizations can be achieved by effective intermediary partner organizations. Consequently, the manual devotes some attention to methods of assessing the capabilities of intermediary organizations. As well, it presents methods for strengthening particular capabilities of intermediary organizations.

All of the methods presented in the manual are treated as "Tasks" which are to be planned and implemented by workshop workgroups. The assumption is that appropriate skills are developed through practice.

The introductory chapter of the manual reviews four theoretical models used to analyze organizations. The models provide some basis for the selection of Tasks.

Since the manual can be used as a training guide, Chapter II presents some guidelines for the organization of a training workshop.

The remaining chapters focus on the methods for forming and maintaining people's organizations, methods of assessing intermediary organizations and methods of strengthening intermediary organizations.

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CONCEPTUAL FRAMEWORK OF THE MANUAL

A. Introduction

The Development Goal of this manual is to contribute to the integral development of disadvantaged peoples of less developed countries. Integral development is a multidimensional phenomenon involving five components which affect the disadvantaged directly or indirectly.

The first component of integral development to be achieved is Growth in the Physical, Intellectual, Volitional and Moral Capabilities of the disadvantaged as persons. Concretely, this implies acquisition of useful knowledge, social awareness, ability to make choices, physical security and self assurance.

The second but complementary component of integral development is Empowerment of Disadvantaged Groups through strengthening of their collective capacities. Concretely, this implies effective people's organizations characterized by solidarity, bona fide leadership and participatory decision-making.

The third component of integral development is the Transformation of Social Institutions in keeping with the principles of equity and social justice. Concretely, for the disadvantaged, this implies that institutions such as the education system, the economic system, and the health system should guarantee to the disadvantaged equitable, if not preferential, access to their benefits and opportunities. Without such transformation, all other development outcomes will be non-sustainable.

The fourth component of integral development is the Enhancement of the Ecological Resource Base upon which the disadvantaged depend for physical security and sustenance. Concretely, for both the urban and the rural poor, this means hygienic living conditions, productive and sustainable resources, and a

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secure physical environment.

The fifth component of integral development is <u>Dynamic Cultural Innovation</u> in the beliefs, values and norms which constitute the blueprint for a modern society and for the behaviour of its members. Concretely, for the disadvantaged, this implies that any traditional belief or practice which limits the physical, intellectual, volitional and/or moral growth of a person or any groups of persons is to be transformed or discarded.

This concept of development may appear as an unachievable ideal; nevertheless, without an integrated approach to development, it is unlikely that the individual components considered above will independently achieve any level of sustainability.

The <u>Development Purpose</u> of the manual can be expressed in terms of the second component of integral development noted above, namely, To strengthen the collective capacities of disadvantaged people through the formation and maintenance of organizations owned and controlled by them.

The <u>Specific Objectives</u> of the manual are :

To develop change agent skills in methods of forming and maintaining people's organizations.

To develop change agent skills in methods of assessing and strengthening intermediary organizations.

To develop Trainer skills related to methods of forming and maintaining people's organizations, and methods of assessing and strengthening intermediary organizations.

(The differentiation between IOs and POs will be explained below)

B. People's Participation in Development .

The concept of people's participation in the development process has been developed and refined over the past four development decades. During the pre-1960s, people's participation in the development process was defined in terms of the extent to which disadvantaged peoples accepted program benefits directly from an external donor. Subsequently, in the early 1960s, people's participation began to be defined in terms of labour input to implementing programs planned for them by external donors. In the next decade, people's participation began to be

Figure 1: EVOLUTION OF THE CONCEPT OF PEOPLE PARTICIPATION

Control & Ownership

Planning Program

Implementing Program

Responsibility in implementing

Working For Benefits

food for work

Receiving Benefits

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defined in terms of the extent to which the disadvantaged shared in the planning of programs intended for their welfare. Finally, during the 1980s, people's participation in the development process has come to be defined in terms of ownership and control of the development process by the disadvantaged through people's organizations. See Figure 1 for a pictorial description of this concept.

As the concept of people's participation has emerged, so has the terminology employed to denote the different applications of the concept in practice. Terms such as "people's participatory planning", " participatory research", " participatory evaluation" and " formation of people's organizations" have become well-used terms in the lexicon denoting the process of enabling disadvantaged people to participate as subjects in the development activities affecting their destiny. See Figure 2 for a pictorial representation of the concept.

C. People's Organization in Development

As noted above, this manual differentiates between Intermediary Organizations and People's Organizations. Intermediary Organizations (IOs) are private and voluntary organizations owned and controlled by members who do not benefit directly from the organization's output. People's Organizations are organizations which are owned and controlled by members who benefit directly from the organization's outputs. Uphoff (1988;5) refers to the latter as membership organizations which can include cooperatives, labour unions, farmers' associations and women's organizations. Intermediary Organizations, on the other hand, are best described as private agencies established by church authorities, donor agencies and philanthropic organizations. Carroll (1992) in a recent publication contends that vertical or apex networks of cooperatives or POs can take on the functions of Intermediary Organizations. These IOs work for the disadvantaged but they are not owned or controlled by the disadvantaged. They are sometimes referred to as third party organizations (Cernia;1988). The underlying assumption of this manual is that IOs which work with the disadvantaged should do so through People's Organizations .

Because of the importance of organizations in the conceptual framework of this manual, several organizational models are borrowed from the social sciences. These will be employed to improve our understanding of the structure and function of organizations in the development process.

FIGURE 2: PEOPLE'S PARTICIPATION IN DEVELOPMENT AND THE DIFFERENT SPECIALIZATIONS

Organizational analysis concepts are usually classified in four basis models: structural, human relations, conflict management and organization symbolism. Bolman and Deal (1991) refer to those models as alternative frames for understanding organization behaviour.

The structural frame (Bolman and Deal; 1991:15) describes an organization in terms of its goals, roles, relationships, rules and organization levels. Organizations must be structured to fit the social, physical or technological environment in which they are expected to operate. If an organization's policies, management practices, division of labour or operating criteria are inappropriate to the needs of the constituency being served, the organization must be restructured. Thus, the structural frame enables us to understand the necessity of achieving a fit between organization structure and its constituency's needs.

The human relations frame focuses our attention on the needs of the organization's members. It assumes that organizations can only perform effectively if their structures and processes accommodate the aspirations and expectations of their members. Problems arise when members are misfits or unhappy.The solution lies in improving the human resource capacities of the members or modifying organization structure to accommodate members' needs.

The conflict management or political frame model focuses our attention on the competition and conflict which exist among organization members over the ownership and control of scarce resources and power within the organization. Problems arise when power is concentrated in the wrong hands or positions. The solution is to redistribute power through bargaining, negotiations, compromise or coercion.

The symbolic frame focuses our attention on the ceremonies, ritualistic behaviours, myths and emotional symbols which organizations employ to give meaning to behaviours which are not obviously rational activities. All organizations engage in pro forma activities not because they are effective in achieving expected outcomes but because adherence to the activities are normatively prescribed.

Bolman and Deal (1191) contend that each of these frames provides a unique insight into organization behaviour; consequently, the field and training guidelines associated with the Tasks used in this manual will reflect the application of these models to organization problem solving.

A concrete application of the structural frame to organization problem

solving is the "Best-Fit" model proposed by Korten (1980). Simply stated, the model suggests that organizations are most effective when they incrementally adjust their programs and structures to the emerging needs of their target constituencies. According to Korten, when organizations achieve this dynamism, they can be designated as learning organizations.

One final concept appears relevant to the relationship between Intermediary Organizations and People' Organizations. Tansik et al.(1988) propose that organizations pass through three life cycle phases - pre-organization formation, organization formation and organization maintenance. At each phase, organizational needs will differ. For People's Organizations at the pre-organization formation phase, the need will be for disadvantaged groups to analyze their problem situation, identify root causes of problems, and finally, choose to address manageable aspects of these priority problems. Presumably, the Intermediary Organization in it relationship with the PO will employ methods appropriate to these needs such as social analysis and force field analysis. For People's Organizations at the organization formation phase, a new set of needs will emerge. Here , the need will be to formulate objectives, design an organization formation plan, and overcome obstacles to organization formation. In this case, the IO must employ action planning methods and change strategies which will enable the PO to overcome obstacles. Finally, at the organization maintenance phase, another set of needs will emerge. These will be defined in terms of needs for planning, organizing, coordinating and controlling skills. Here, the task of the IO will be to assist the PO partner to develop these skills. At this phase, guidelines derived from the four organizational frames will be particularly useful.

D. Conceptual Outline of the Manual

In keeping with the models detailed above, the manual will highlight the following conceptual dimensnions:
1. Life Cycles Phases of People's Organizations
    * Pre-Organization Formation Methods (Chapter 3)
    * Organization Formation Methods (Chapter 4)
    * Organization Maintenance (Chapter 5)
2. Assessment Design For IO Capabilities
    * A set of organization indicators necessary for the assessment of IO

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capabilities. (Chapter 6)

3. A Method For Strengthening IO Capabilities
   * Formulating organization vision and mission.
   * Organization change strategy for IOs
   * Communications method.
   * Leadership mobility method
   * Conflict resolution method
   * Staff coordination method

CHAPTER 2

TRAINING METHODOLOGY OF THE MANUAL

Introductory Note

Although this manual was originally designed as a field manual for use at at the grassroots level, it has come to be used more and more as a training manual. The original content of the manual was organized in terms of tasks. Each task was presented in terms of rationale, objectives and field guidelines. As the manual came to be used as a training instrument, it became necessary to add training guidelines related to each task. Therefore, for the present edition, each task includes, as well, a set of training guidelines. Moreover, it was considered necessary to include additional general guidelines for the planning and organization of training workshops. These guidelines are summarized from the Institute's manual: TRAINING OF TRAINERS FOR INTEGRAL DEVELOPMENT. The guidelines are presented in three subsets of guidelines - Pre-Workshop Planning , and Workshop Initiation and workshop learning methods

A. Pre-Workshop Planning Guidelines

Pre-workshop planning involves a minimum of four essential activities:

1. Identifying the training constituency and its training need.
2. Planning workshop objectives and workshop content.
3. Recruitment and selection of candidates.
4. Planning administrative aspects of the workshop.

A brief note on these four activities follows:

A1. IDENTIFYING THE TRAINING CONSTITUENCY AND ITS TRAINING NEEDS

- This pre-workshop planning activity involves the establishment of a planning/training team. The team will conduct a rapid appraisal of the the target area identifying major issues/problems, the groups/people affected, and the people who can possibly improve the situation given access to appropriate training.

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A2. PLANNING WORKSHOP OBJECTIVES AND CONTENT.

This activity requires the team, with the assistance of selected target group leaders, to define the training needs, to formulate training objectives, and to plan the learning content.

A3. RECRUITMENT AND SELECTION OF CANDIDATES

Given a clear definition of training needs, objectives and content, the team can decide which groups of people and/or organizations can or will sponsor or propose candidates for training. Recruitment materials can be sent to these constituencies or they can be contacted directly.

A4. PLANNING ADMINISTRATIVE ASPECTS

This aspect involves a plethora of provisions for the effective implementation of the workshop including:

* arrangements for training facilities, materials, equipment, lodging and transport.
* development of the workshop schedule, its duration, workshop learning process, monitoring and evaluation.
* arrangements for inaugural ceremonies.

B. Workshop Initiation

This phase will involve a series of activities necessary for initiating the workshop.

B1. INAUGURAL CEREMONIES AND NEGOTIATIONS

* Facilitating the inaugural ceremonies which may involve civil formalities and religious rituals.
* Conducting a get-acquainted exercise with the participants.
* Establishment of a Steering Committee consisting of the coordinator (appointed by the implementing organization), the Facilitator (s), and one or more resource persons.
* Negotiating with candidates agreement on administrative aspects of the workshop. The responsibility of the Coordinator.
* Negotiating with the candidates agreement on workshop objectives, schedule of content, and organization of workshop process (see below). Responsibility of the Facilitator.

B2. ESTABLISH DAILY MANAGEMENT TEAMS.

The daily management team consists of a Chair, Recorder and Monitor . These are elected daily by the participants. The Chair assumes responsibility for conducting the daily proceedings including opening the sessions, assisting the Facilitator to mobilize the workshop exercises, arranging the plenary reporting sessions, and overseeing preparation of a daily report on proceedings. This report is prepared at the end of each day and presented on the following morning at the beginning of the proceedings. The Recorder maintains a record of the main ideas and findings of the day and includes them in the daily report. Finally, the Monitor asesses the conduct of the workshop proceedings by observing for any undue deviations from the workshop design and by observing any failures to realize expected workshop outcomes. These are also included in the team report. All workshop participants must share in the responsibilities of the daily management team.

B3. ESTABLISH PARTICIPANTS' WORKGROUPS

Workshop participants are normally organized into permanent workgroups of 6 - 7 persons. These workgroups will, as a rule, adopt an appropriate case problem at the beginning of the workshop. This case problem will be used for problem solving exercises throughout the workshop. Workgroups are required to appoint a chair and a reporter for each exercise on a rotation basis. Workgroups must not only solve the case problem but also present concise reports (usually written on newsprint) to plenary session of the workshop.

B4. PLAN TERMINAL EVALUATION METHODS

As noted under Daily Management Team., workshop monitoring is conducted by the team monitor. Terminal evaluation is usually conducted through the administration of a structured questionaire and through open-end discussion among the participants at the end of the workshop. The questionaire will focus on perceptions of the relevancy of the learning content, the adequacy of the workshop method, most useful learnings and recommendations for future workshops.

C. WORKSHOP LEARNING METHOD

Workshop training content can focus on three dimensions of teaching - transmitting knowledge, generating awareness and developing skills related to particular development practices. For each of these content areas, the teaching method can be different. The transmission of knowledge, technical or other, may be more effectively achieved through traditional methods such as lecturing, demonstration or programmed learning methods. The generation of awareness os issues or problems is more effectively achieved through self or groups discovery methods such as groups discussion, socio-drama, social analysis and structured experiences. Finally, the development of skills in technical areas calls for practice opportunities. Practice opportunities are provided primarily through problem solving exercises - individual or group.

The tasks in the present manual focus primarily on skill development methodologies, e. g., rapid appraisal, social analysis, force field analysis, etc,; consequently, the manual favours exercises which provide practice in the use of particular methods.

CHAPTER III

PRE-ORGANIZATION FORMATION METHODS FOR POs

According to the conceptual framework employed in this manual , organizations pass through three life-cycle phases in their growth and development - pre-organization formation, organization formation and organization maintenance.

The pre-organization methods which an intermediary can employ in working with POs include the following tasks:

* Legitimizing the entry of the IO to the problem areas.
* Identifying the disadvantaged target group of people.
* Enabling the target group to understand its problem situation.
* Enabling the target group to select a priority problem.
* Enabling a target group to focus on manageable problems.

Legitimizing the entry of the IO to the problem area recognizes the need to take account of the attitudes of established leaders in the community, organization or group. It recognizes that these attitudes can be either positive, neutral or negative. This can be achieved through constructing community profiles.

Identifying the target group emphasizes the need to correctly identify target the groups at risk and avoid working with relatively advantaged groups. This can be facilitated through use of a rapid appraisal method.

Enabling the target group to understand its situation does not assume that the target group is ignorant of its problem situation. It assumes that its grasp of the problem can enhanced by further social analysis. This can be achieved through methods of social analysis.

Ability to select priority problems is essential to the problem-solving process in which the target group must engage. This can be achieved through a priority ranking method

Finally, enabling the target group to choose manageable problems for problem solving is fundamental to participatory problem solving. This can be achieved through a force-field analysis method.

TASK A

LEGITIMIZING THE IO IN THE PROBLEM AREA

Rationale

The unquestioned entry of an Intermediary Organization into the affairs of a community, organization or group of people cannot be taken for granted. This is particularly true for IOs which have not been active in an area and are unknown to the local people. In many countries, concern for security by authorities extends down into the local communities . Whether justified or not, officials or even vested interests can jeopardize the work of the IO by generating suspicions, non-cooperation and even conflict among people of the area in question. The best guarantee against such an eventuality is a type of diplomacy through which area officials and influentials are apprised by the IO of its intended entry to the problem area.

Objectives

To legitimize the entry of an intermediary organization to a problem area.
To increase among workshop trainees skills in methods of legitimizing entry of an IO to a problem area.

Field Guidelines

1. Before initiating an action in a problem area, the IO should identify the persons, groups or organizations which have power to prevent, frustrate or facilitate the effective working of the IO in the area.
2. If it is anticipated that the so-called legitimizer will probably be supportive and cooperative, the IO should initiate a negotiative process in which objectives and expectations are agreed upon.This will be important in the case of local officials and formal leaders.
3. If it is anticipated that the so-called legitimizers will be neutral respecting the entry of the IO to the problem area, it will still be safer to obtain some public and explicit acceptance of the IO's intended role.

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4. If it anticipated that the so-called legitimizers will be negative initially or that they will become negative as the IO threatens the status quo, the IO must , at least, apprise the legitimizers of its proposed entry to the area. Here it will be useful for the IO to demonstrate that it has the support of some higher official or organization.

5. If the intermediary organization has a specific mandate, e.g., promoting literacy, income generation or primary health care, it may use this mandate to legitimize entry to a problem area even although the IO may have a broader agenda.

6. Normally, responsbility for the legitimization task should be undertaken by senior executive of the IO.

7. Ideally, the outcome of the legitimization process should be a formalized agreement between the IO and formal leaders of the community.

Training Method

The Workshop Facilitator can arrange the following learning situation in order to develop legitimizing skills among trainees:

1. Explain to the trainees that any intervention by an external agent in the affairs of a community or organization will require preparatory work. The ground work is referred to as the legitimizing process.

2. Organize the trainees in workgroups of 5- 8 persons. Instruct each workgroup to assume the role of an intermediary organization which is getting ready to enter a problem area.

3. Instruct each workgroup to select a community or group of people as its target constituency. At least, one member of the workgroup should be familiar with the target constituency selected. Each workgroup can assume that it is mandated to work in this community by some higher authority.

4. Instruct each workgroup to construct a leadership profile (formal and informal) of the target constituency. This profile should include leaders of churches, informal religious groups, traditional groups, economic, political and vested interested groups.

5. Instruct each workgroup to select out   leaders which might be negative to the entry of the IO to the community. Then each group should devise a method

for dealing with these leaders. This method might involve informal visits to these leaders in the company of an official. It can also involve a meeting to which all citizens are invited. Explanation of the IO's intention is provided. Leaders are asked for their opinions.

6. Each workgroup should record on newsprint a leadership profile of its target constituency, designation of the leaders expected to be positive and negative, and the method by which leaders will be influenced to legitimize the entry of the IO. This will require that each workgroup organize itself with a chair and recorder.

7. Each workgroup will make its presentation in plenary session. Here it will be assessed for adequacy.

Workgroup Output

COMMUNITY LEADERSHIP PROFILE		
Leaders	Attitude	Approach
Local Priest	If positive	Visit/Ask support
Traditional leader	If negative	Visit with public official
Local Official	If negative	Invite to public meeting

Timeframe

Facilitator's explanation	15 minutes	
Workgroup exercise	60 "	
Workgroup reports to plenary	15 "	(@ Workgroup)

Materials

Notebooks, newsprint, markers and posting location

TASK B

IDENTIFYING TARGET CONSTITUENCIES AND THEIR LEVEL OF ORGANIZATION.

Rationale

Many development programs have failed badly because their intended target constitueny or reference group was not correctly identified. Too often, the program benefits were claimed by the more advantaged people leaving the poorer people relatively worse off. Towards the end of the 1970s, intermediary organizations began to target their programs more precisely towards disadvantaged groups such as the landless rural dwellers, agricultural laborers, tribals, unemployed youth and unorganized workers. It was only in the 1980s that women came to be recognized as a disadvantaged group of people primarily because of gender differences. The need to be more precise with respect to identification of the disadvantaged and their organizational status created the demand for more effective research methods. In this manual, the Rapid Appraisal method (Chambers, 1988) is modified for this purpose.

Objectives

To identify disadvantaged target constituencies or reference groups and their organizational status.

To increase among trainees skills in methods of identifying disadvantaged group and their organizational status.

Field Guidelines

The Rapid Appraisal method employed here consists of data gathering methods which can be quickly administered to obtain a preliminary but valid identification of disadvantaged groups. This method is not appropriate for in-depth analysis or so-called conscientization of the disadvantaged. It simply sets the groundwork for more advanced study and analysis. The following guidelines can be used to plan and implement a rapid appraisal of an area for the purpose of identifying a disadvantaged group of people:

1. The Intermediary Organization must first identify the general geographic area, population or organization where problem solving is to be carried out.

2. The IO must then establish a small and mobile research team which will carry out the preliminary data gathering through the rapid appraisal method. The team should include a cross section of expertise appropriate to the needs of the area. Women should be represented on this team. There should be not more than 5 - 6 persons on each team.

3. If the area or population to be surveyed is large, data gathering can be made more manageable by using some kind of sampling procedure. It is possible to use a grid system which can be superimposed on a map of the geographic area. A sample of the grid blocks can be selected. The search for the disadvantaged can be conducted within the selected blocks. In any event, development of a map of the area can be useful to identify important ecological features, isolated population groups and other important features of the area. Even with technically sophisticated sampling and survey methods it is possible to overlook isolated or distinctly disadvantaged groups; therefore, it is important for the researchers to employ common sense or even intuition in the search for the disadvantaged.

4.   The IO should set a limited timeframe for this preliminary research. Precious time will

be more effectively used at subsequent phases of the process.

5.   To provide an initial focus for this preliminary research, the team can choose 6 - 7

population or area characteristics (also called variables) which are known from

previous research or experience to be indicative of human, institutional and/or

ecological disadvantage. These characteristics or indicators might include

landlessness, tribal status, female gender, unemployment, slum residence or

unorganized agricultural labor. Where these characteristics are present, it is highly

probable that there will be disadvantaged people also present.

6.   Which are the sources of information or data on these characteristics? They include

the following:

* reports produced by government agencies or private organizations.

* key informants living in the area and familiar with it.

* informal groups and gatherings.

* the physical situation and observable behavior.

7.   The methods for collecting information or data from these sources can include the

following:

* checklist forms for recording information obtained from reports.

* informal interview forms.

* observation forms to record physical conditions and behavior.

* methods for tracing historical information.

(See Exhibits 1 - 5 for alternative data collection forms)

8.   When the survey team has identified the disadvantaged people in a preliminary

manner, they can focus in on them more selectively. This can constitute a second

round of more intensive data collection in which the team can confirm which people

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are most adversely affected by such variables as malnutrition, lack of access to

institutional services, lack of organization, or gender discrimination.

9.   The research·team when it collects the information should organize it in such a manner

that it clearly identifies the disadvantaged group.

10. In summary, for the rapid appraisal methodology, it may be best for the research team

to begin the research with a type of scanning operation focusing on the characteristics

indicative of disadvantage and tentatively identifying the disadvantaged peoples. This

can be followed up by a second round of data collection which will obtain more

specific information on the groups in question. As the data gathering becomes more

focused, it might be advisable to involve local leaders in the process.

Training Guidelines

The Workshop Facilitator can arrange the following learning situation in order to
increase rapid appraisal skills among trainees:

1. Instruct the workgroups to take on the role of an intermediary organization which must

correctly identify the disadvantaged people of a particular area.

2. Instruct the workgroups to make the following decisions:

* Who will make the decision to implement the rapid appraisal task.

* What will be the objectives of this preliminary research.

* Who will be responsible for appointing the survey team.

* To whom will the survey team report.

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3. Instruct the workgroups that they must now take on the role of the survey team. The survey team must now make the following methodological decisions:

* Select 5 - 6 characteristics indicative of disadvantage in this region.
   (See Field Guidelines above.)

* Determine the sources from which data can be collected. (See Field Guidelines above.)

* Identify the methods which can be used to collect the data. These might include any following type: (See Exhibits 1 - 5)

OBSERVATION FORM

The observation form consists of a set of descriptive categories which classify physical conditions of land, housing, clothing, hygienic conditions, skin texture and physical behavior. The researcher observes physical realities and fits them into these pre-arranged categories. For instance, how often does skin rash appear among the target population.

INTERVIEW FORM

The interview form consists of a set of questions which can be addressed to key informants in order to obtain preliminary data on health conditions, community leadership, agricultural production and/or discrimination. The questions can call for limited response range, e.g., yes or no, they can call for an open-end or unlimited response range.

DISCUSSION GUIDE

The discussion guide consists of a set of questions which will generate discussion within a small group respecting community conditions, people affected by particular problems and cultural problems. The discussion will produce useful information on conditions contributing to disadvantage in the area.

HISTORICAL TRACE METHOD

The historical trace method consists of identifying a problem and then helping people to trace back the evolution or origins of the problem.

4. The research team will have to plan the scope of the survey and the timeframe.

5. When the data gathering is completed, the survey team must prepare a report on the major problems / constraints identified, the people affected and their organization status. The report is then presented to IO authorities for action.

WORKGROUP OUTPUT - EXAMPLE

Each workgroup will present a report related to its chosen case problem. The report should be presented on newsprint in plenary session of the workshop*

As an example, the report should provide the following information:

* designation of the target area.

* survey methods employed.

* major problems / constraints identified.

* people most affected by the problems - 2000 Female Entreprenneurs with Low Earned

Income.

* ninety percent of women own no property independently of spouses.

* Ninety-five percent of women belong to no organization.

* Sixty percent of children under 5 years suffer from malnutrition.

Timeframe

Facilitator's Explanation   15 minutes

Workgroup problem solving   60 minutes

Plenary reports (total)   45 minutes

Materials

Newsprint, markers, sample data forms.

EXHIBIT 1

INTERVIEW FORM

A. DATA SOURCE : KEY INFORMANTS

B. SUBJECT VARIABLE : LITERACY LEVEL

C. DATA QUESTIONS :

1. What is the level of literacy among adult females (16yrs +) in this area?

    25%_____   35%_____   45%_____   55%_____   65%_____
    75%+_____

2. What is the literacy level among adult males in this area?

    25%_____   35%_____ .   45%_____   55%_____   65%_____
    75%+_____

3. What are the causes of illiteracy among adult females?

    _____

    _____

    _____

4. What are the consequences of female illiteracy in this area?

    _____

    _____

5. Are women in this area interested in a literacy program?

    Yes____   No_____   Don't Know_____

6. Any additional comments?

EXHIBIT 2

HISTORICAL TRACE METHOD

A. DATA SOURCE : SENIOR/OLDER RESIDENTS

B. SUBJECT VARIABLE: LANDLESSNESS

C. ANALYSIS METHOD: GROUP DISCUSSION

1. How many households in this area are landless?

   Estimate Number_____

2. How many of these families were landless:

   10 yrs ago_____   25 yrs ago____   50 yrs ago_____

3. Exactly when did families begin to lose their land?

   How many years ago?_____

4. Why did families begin to lose their land

   Reason

   _____

   _____

   _____

   5. What were the consequences of families losing their land?

   _____

   _____

   6. What could be done about the landless problem in this area?

   _____

   _____

EXHIBIT 3

SMALL GROUP DISCUSSION FORM

A. DATA SOURCE:MIX GROUP OF LOCAL MEN AND WOMEN.

B. SUBJECT VARIABLE: GENDER DISCRIMINATION

C. DATA METHOD: DISCUSSION QUESTIONS

1. Can women engage in income generating activities in this area?

   Yes_____   NO_____

2. Can women retain or keep the earnings from their enterprise independently of their spouse?

   Yes_____ NO_____ Comment_____

   _____

3. Can women borrow money from commerical banks or from government insti-tutions independently of their spouses?

   Yes_____ NO_____ Comment_____

   _____

4. Can women own land and/or other property independently of their spouse?

   Yes_____ No_____ Comments_____

   _____

5. Are there any current community practices which interfere with the participation of women in social and economic activities?

   Yes_____ NO_____ Comment_____

   _____

6. Are there any programs or action which the women of this area would like to promote?

   Comment_____

   _____

EXHIBIT   4

CHECKLIST FORM

A. DATA SOURCE: PUBLIC RECORDS, 1986 - 90.

B. SUBJECT VARIABLE: POPULATION MORTALITY LEVELS

C. DATA METHOD; SEARCH PUBLIC RECORDS

1. Population of adult (16yrs+) males and females for the period?

Males_____   Females_____

2. Number of adult male and female deaths recorded for the period?

Males_____   Females_____

3. Age at death for males and females?

	AGE IN YRS					
Gender	16 - 29	30 - 44	45 - 59	60 - 74	75+	Total
Males	_____	_____	_____	_____	___	_____
Females	_____	_____	_____	_____	____	_____

4. Number of male and female children (-16 yrs) for the period?

Male_____   Female_____

5. Age at death of children

	Age in yrs			
Gender	Under 1 yr	1 - 4 yr	5 - 9yrs	10 - 15yrs
Male	_____	_____	_____	_____
Female	_____	_____	_____	_____

EXHIBIT   5

OBSERVATION FORM.

A. DATA SOURCE:CHILDREN UNDER 5YRS OF LANDLESS FAMILIES

B. SUBJECT VARIABLE; LEVEL OF NUTRITION

C. DATA METHOD; OBSERVATION OF CHILDREN'S PHYSICAL CONDITION

1. Number of households with children under 5 yrs

   Number_____

2. Number of children under 5 yrs in each home?

   Number_____

3. Number of children under 5yrs showing signs of:

   _____Skin rash

   _____Distended stomach

   _____Below normal arm size

   _____Below normal height/weight for age

   _____Listless/lethargic

4. Number of families by number of dependent (16 yrs) children?

   Number_____

5. Health condition of mothers with malnourished children?

   Good health_____   Poor health_____

6 Which types of programs or actions would the mother of this
   community want to promote or support?

   Response_____

   _____

   _____

TASK C

ENABLING TARGET GROUPS TO UNDERSTAND THEIR PROBLEM SITUATION

Rationale

An intermediary organization may adhere to a very sophisticated methodology in studying the dimensions of disadvantage suffered by a given groups of people. Indeed, it may obtain a very accurate picture of the disadvantage in question; nevertheless this achievement will not help the group itself to better understand its problem situation. In recent years, methods have been developed to assist the disadvantaged understand more deeply the problems which affect them. These methods are variously referred to as *structural analysis, social analysis, historical analysis and/participatory research*. These methods have the common purpose of creating awareness among the disadvantaged. In this manual, the term " social analysis " will employed to denote the methodology.

Objectives

To enable target groups to improve their understanding of their situation. To increase among trainees skills in methods of assisting target groups to better understand their problem situation.

Field Guidelines.

Two set of guidelines are considered here. Guidelines for mobilizing the target group for social analysis and guidelines for the Social Analysis method itself.

1. METHOD FOR MOBILIZING TARGET GROUPS FOR SOCIAL ANALYSIS.

   a) The IO management will appoint a Facilitation Team (FT) which will work with the target group.

b) The FT will contact the target group (TG) through leaders identified at the target group identification stage (rapid appraisal).

c) On the advice of TG leaders, the FT will organize the TG into Study Groups (SGs). Study Groups can be organized on the basis of village, neighbourhood, or special interest.

d) The Study Groups can be asked to elect their leaders. These leaders can be brought together to form a Core Group. (CG) This Core Group can work on behalf of all the study groups and the total target group where necessary.

e) The FT will organize the CG so that it can learn how to do social analysis. This will probably require several weeks during which the Core Group will participate in social analysis exercises.

f) When the Core Group has completed its social analysis exercises, its members can return to their respective Study Groups where they will help their groups to conduct their own social analysis sessions. The Facilitation Team will cooperate closely with the Core Group members in facilitating this social analysis at the local level.

g) When the local Study Groups have completed their analysis, the Core Group leaders can come together to consolidate the findings from the various groups.

2. SOCIAL ANALYSIS METHOD.

a) The Facilitation Team will first help the Core Group to focus on the problems which the CG considers most relevant and significant. This can be achieved through small group discussion of the local situation, through role plays or through the use of generative themes (issues/problems which have expanded implications). The extensive list of leading questions contained in Boxes 1 - 11 can provide the Facilitator with significant issues for core group study and discussion.

b) To facilitate analysis by the Core Group, the Facilitation Teams should make available analysis methods appropriate to each problem which is being analyzed. (See illustration below) Normally, any method of social analysis will assist the study group to focus on a particular problem in terms of its symptoms, causes and consequences. This type of analysis will generate an increasing list of problems which will be much larger than the original list employed to begin the discussion. (See illustration below)

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c) Upon completion of its analysis, the Core Group should prepare a composite list of the problems generated by the local study groups.

Training Guidelines

The Workshop Facilitator can organize the following learning situation in order to develop social analysis skills among trainees:

1. Instruct the workgroups to assume the role of a Facilitation Team appointed by an intermediary organization.
2. Instruct each workgroup to focus on the Target Group which it selected at the target group identification phase (rapid appraisal). (The example used in the manual is 2,000 female entrepreneurs with low earnings)
3. Instruct the workgroups to organize the target group for social analysis. The workgroups should specify how the Core Group and the Study Groups will be organized for the social analysis exercise. (See Field Guidelines above)

4. The workgroups should specify methods of creating social awareness among the target group. These methods might include the following:
   * Role Plays and Socio Dramas which enable members of the target group to act out problems which are of concern to them. Role Plays and Socio-Dramas are useful means for communicating information on sensitive socio-cultural issues. The audience will interpret and add to the information portrayed by the dramas.
   * Generative Themes. Generative themes may be defined as focal issues the discussion of which will lead to identification of connected issues. For illiterate target groups, generative themes (e.g., polluted water) can be depicted by way of posters. The content of the poster/picture can be used to generate discussion and extended analysis of the problem as it exists in the target group's community.
   * Forum/Panel Discussion. This method can be employed effectively if there are some members of the target who are more informed on problems. They can be assisted to discuss significant community problems in the presence of the remaining members of the target group.

5. The workgroups should also assist the target group to begin its social analysis by suggesting selected focal problems for analysis. See boxes 1 - 12 for presentation of an extensive list of focal problems. Discussion of these focal problem will lead to discussion of related problems.
6. The workgroups , upon completion of the social analysis exercise by the target group, should assist the target group to construct a composite list of the problems which have been identified and analyzed.

Workgroup Output

ILLUSTRATION OF SOCIAL ANALYSIS METHOD

FOCAL PROBLEM	METHOD OF ANALYSIS	ANALYSIS OUTCOME
Malnutrition of Children under 5yrs	Small group study of causes and effects.	Ignorance of food preparation; Emphasis on cash crops.
Government Oppression and Discrimination.	Historical tracing of Government Relations	No access to public benefits; inequitable distribution of goods.
Economic Exploitation of Target Group.	Group discussion among farmers.	Low farm prices; No farmer organization; Reliance on middlemen.
Gender Discrimination	Review of cultural practices by women's group.	No property ownership among women; non-access to commercial loans; Low earnings.
Environmental pollution	Observation of physical conditions in the area.	Improper latrines; Exposed water sources;Polluted water

- Demonstrate one method —how

Timeframe

Facilitator's Explanation	15 min.
Workgroup Exercises	60 min
Plenary Reports	45 min.

Materials

Newsprint. Markers. Space for workgroup exercises. Posting positions.

BOX 1: PERSONAL DIMENSIONS OF DISADVANTAGE

- What is the extent of malnutrition among the people?
- What are the conditions of their housing and facilities?
- What is the incidence of contagious diseases?
- Are the personal lives of the people safe from physical danger?
- What is the level of employment and income among the people?
- Do the people securely own their land and housing?
- What is the level of knowledge and skills among the people
- Are the people aware of their social and political reality?
- Do the people possess adequate analytical skills?
- Do the people have self-confidence and self-respect?
- What level of occupational skills do the people possess?
- Do the people follow misleading cultural beliefs?
- Do the people live in fear of repression or oppression?
- Are the people capable of participating in community decisions?
- Are the rights and freedoms of the people restricted by any forces?
- Do the people suffer from fear of discrimination?

Personal Dimensions of Women's Disadvantage

- Are the women deprived of physical security due to family food practices, arduous work, threat of violence, or unhygienic house conditions?
- Are the women deprived of intellectual growth due to cultural beliefs and social practices?
- Are the women deprived of basic rights to freedom of choice, movement, speech and assembly?
- Are the women deprived of basic rights to ownership of assets and earnings?

BOX 2: COLLECTIVE DIMENSIONS OF DISADVANTAGE

- Is leadership among the disadvantaged chosen by them or is it imposed or taken over by external actors?

- Is leadership among the disadvantaged conscious and concerned re their problems?

- Do the disadvantaged have the capacity to achieve agreement on what are their problems and the solutions to them?

- Do the disadvantaged have the capacity to control disagreement and conflict among themselves?

- Is there any social infra-structure among the disadvantaged which enables them to design development programs for their benefit?

- Is there organizational infra-structure among the disadvantaged which will enable them to act collectively to influence public decision-making in their favour?

- Do the disadvantaged have the organizational capacity necessary to resist discrimination and exploitation by vested interests and other actors?

- Are the disadvantaged members of organizations which will guarantee them fair wages for their labour and prices for their products?

- Are the disadvantaged members of organizations which will enable them to invest in and own their own business?

- Are the disadvantaged members of organizations which will enable them to obtain improved health, community and other services?

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BOX 3: ECONOMIC SYSTEM DIMENSIONS OF DISADVANTAGE

- Do the disadvantaged have equitable access to land and other natural resources necessary for physical sustenance?

- Do the disadvantaged have equitable access to subsidized public inputs, e.g., loans, fertilizer, building materials, etc. necessary to improve their productive capacities?

- Do the disadvantaged have equitable access to the technical and management advice necessary for improving their productivity?

- Does the economic system include any mechanisms or regulations which guarantees producers a fair price for their products?

- Does the economic system include any mechanisms or regulations which protect the disadvantaged from exploitative wages for their labour, prices for their products?

- Does the economic system include any mechanisms or regulations which protect the disadvantaged from unfair or exploitative prices for goods and services which they must purchase?

- Does the system encourage production of cash crops to the exclusion of basic food crops?

- Does the economic system encourage and protect the development of small scale business enterprise?

- Is the tax burden distributed equitably and fairly among all people in society?

- Does the economic system encourage and promote the growth of group owned enterprises?

- What is the impact of international economic conditions such as indebtedness on the national and local economy and on the disadvantaged?

- Historically, has the nation's economic system provided opportunities and benefits equitably to all peoples?

- What are the current trends in the relationship between the economic system and the status of the disadvantaged?

BOX 4: POLITICAL SYSTEM DIMENSIONS OF DISADVANTAGE

- Are the disadvantaged proportionally represented in the political and administrative positions of society?

- Are the disadvantaged members of political parties or other advocacy organizations through which they can influence the planning and implementation of public policies to their advantage?

- Do the disadvantaged enjoy the right to join voluntary organizations which will promote or protect their interests?

- Are the disadvantaged exploited by vested interests because of lack of political awareness and organization?

- Is access of the disadvantaged to political and administrative positions limited by reason of gender, class, ethnic or religious bias?

- Are appointments to political and civil positions based on professional criteria, nepotism or subjective criteria?

- Is political influence associated with economic power, heritage or professional competence?

- Historically, has the nation's political system provided equitable access of all people to public decision-making?

- What are the current trends in the relationship between the political system and the disadvantage of people?

BOX 5: EDUCATION SYSTEM DIMENSIONS OF DISADVANTAGE

- Are all citizens represented proportionally or equitable by gender, class, ethnic and religious groups at the primary, secondary and post-secondary levels of the public educational system?

- For the disadvantaged, what are the teacher-pupil and facilities-pupil ratios provided by the educational system?
  How do these ratios compare with ratios for other groups?

- Are the disadvantaged represented proportionally at all levels of the private educational system?
- What is the fit between the education and training provided   by the educational system and the employment needs of society? How does this fit or lack of it affect deprivation of the disadvantaged?

- Does the educational system provide non-formal or popular education for disadvantaged adults?

- Does the educational system devote research and extension resources to develop technology which will lighten the work burden of women?

- What has been the historical relationship between the public educational system and the disadvantaged? What has been the relationship for the private educational system?

- What are the current trends in the relationship between the educational system and disadvantaged?

BOX 6: HEALTH SYSTEM DIMENSIONS OF DISADVANTAGE

- What is the incidence of preventable disease among the population. Is there any one group more affected than the general population?

- Is there any group or section of the population less well served by the existing health system? Do the poor have equitable access to curative health services (e.g., doctors, drugs, etc.)?

- Who performs the various levels of health service in the community? Does the health system permit para professionals, trained local persons and other non-professional personnel?

- What level of resources are expended on the following type of health services: curative (hospital care, drugs, etc.); preventative (sanitation, vaccination, nutrition, etc.); integrated (health education, agricultural development and social reform)?

- For the development of health policy, facilities, and programs, does the community have any input to decision-making?

- Is there any community organization established to participate in health related decision-making?

- Do the neighbourhood and communities inhabited by the disadvantaged possess water, sanitation and hygienic control facilities equivalent to those possessed by other neighbourhoods and communities?

- What is the historical relationship between the nation's health system and the deprivation of the disadvantaged?

- What are the current trends in the relationship between the health system and the disadvantaged?

- Can the present health system be extended to provide greater population coverage given the resources of the country?

- How can adequate health services be effectively extended to more people without increasing non-sustainable costs?

BOX 7: RELIGION SYSTEM DIMENSIONS OF DISADVANTAGE

- What percentage of the disadvantaged belong to christian denominational churches, christian fundamentalist churches and to non-christian religions?

- Historically, how have the christian churches and other religious systems addressed the physical, intellectual and social deprivation of the disadvantaged?

- Has there been any difference in the approach of different religious systems to the disadvantaged based on gender, class, ethnic, or religious differences?

- Presently, how do the religion systems address the deprivation of the disadvantaged and is there any difference in approach based on gender, class, ethnic or religious distinction?

- Presently, do the religion systems focus on alleviating the symptoms of deprivation or eliminating the causes of deprivation?

- Do the religion systems condemn social injustice, discrimination and exploitation independently of the gender, class, status, ethnicity or religion of the deprived?

- Within the religion systems, what is the perception of the relationship between religious conversion and development? What implications has this perception for work with the disadvantaged?

BOX 8: COMMUNITY FACILITIES AND DISADVANTAGE

- What percentage of the citizens live in substandard housing in urban and rural sections of the area?

- What proportion of the disadvantaged have access to potable water, acceptable sanitation, communications and public transportation facilities?

- Does the government implement any effective public policy which will enable the disadvantaged to participate in housing and facilities' improvement programs?

- Are there private agencies which implement effective programs which will enable the disadvantaged to improve their housing and community facilities?

BOX 9: PUBLIC SERVICES AND DISADVANTAGE

- Are there rehabilitative public and private services available to the physically and mentally impaired of the area?

- Are there public and private support programs for the aged and the infirm of the area?

- Are the disadvantaged relatively more deprived of social services for the impaired and the aged than other sections of the population?

- Are there child care services which will permit disadvantaged women and families to participate in gainful employment?

BOX 10: CULTURAL DIMENSIONS OF DISADVANTAGE

; any of the physical deprivation suffered by the disadvantaged legitimized or justified by any religious or cultural belief?

з the intellectual deprivation of the disadvantaged justified or caused by any religious beliefs?

s the deprivation of ability to choose freely the result of particular cultural values or practices?

Is the physical, intellectual and volitional deprivation of the disadvantaged due to non-adherence to cultural beliefs, values and traditions?

Is discrimination against the disadvantaged by gender, class, ethnic or religious groups promoted or supported by any cultural beliefs or values?

Is discrimination by gender, class, ethnic or religious groups a deviation from given cultural beliefs, values and traditions?

Is the inequitable access of the disadvantaged to economic, educational, political, health and other institutional benefits attributable to cultural beliefs, values or traditions?

Is the inequitable access of the disadvantaged to institutional benefits the result of deviation from cultural traditions, values and beliefs?

Historically, has there been any connection between certain cultural practices and the problems of the disadvantaged?

What are the current trends in the relationship between culture practices and the problems of the disadvantaged?

BOX 11: ECOLOGICAL DIMENSIONS OF DISADVANTAGE

- Is any of the physical deprivation of the disadvantaged due to deterioration of land, water, air and other natural resources?

- Is the deterioration of natural resources the result of practices adhered to by the economic, political, health and other institutional systems of the society?

- Are the ecologically harmful institutional practices traceable to adherence to particular cultural beliefs, values and practices?

- Are the ecologically harmful institutional practices traceable to the non-adherence to certain cultural beliefs, values and traditions?

- Do current development programs emphasize technologies which will guarantee sustainable growth or maintenance of natural resources?

- Are there development programs which will enable the disadvantaged to participate in sustainable environmental development?

- Historically, when did the non-sustainable exploitation of the environment begin to emerge?

- What are the current trends in the people-environment relationship?

TASK D.

ENABLING TARGET GROUPS TO SELECT A PRIORITY PROBLEM

Rationale

Normally, social analysis results in a large list of problems which are of concern to the target group. However, when it comes to solving any of these problems greater specificity is required. Therefore, it is necessary to assist the target group to achieve this greater specificity with respect to the problem it wants to solve.

Objectives

To assist target groups select a priority problem .

To develop among trainees skills in methods of enabling target groups to select a priority problem .

Field Guidelines

1. The IO Facilitation Team can choose to work with the Core Group which was organized at the social analysis phase. (It should be remembered that the Core Group consists of representatives of the local or village study groups.).

2. The Facilitation Team can assist the Core Group to learn the method for choosing a priority problem .

3. When the core group members have learned the method of selecting a priority problem, they can return to their respective groups to assist them to choose priority problems.

4. The recommended method for selecting the priority problem involves ranking the problems identified at the social analysis phase: according to significance. Significance can be determined on the basis of the following criteria:

    * The number of persons physically deprived as a result of the problem.

    * The number of persons living in ignorance as a result of the problem.

    * The number of persons remaining collectively powerless as a result of the problem.

    * The number of persons who are deprived of basic rights because of the

problem.

* The extent to which the problem causes other problems.
* The extent to which the problem prevents solution of other problems.
* The level of injustice/inequity caused by the problem.
* The possibility of solving the problem.

Other criteria can be chosen by the core or study groups. This will depend on the nature of the problems being ranked. One priority problem may be chosen or several priorities may be chosen.

Training Guidelines

1. The Training Team can advise each workgroup of trainees to develop a method for enabling target groups to select a priority problem from the list of problems identified at the social analysis phase.

2. The TT can advise each workgroup to review the list of problems affecting its particular target group at the social analysis phase.

3. The TT can advise each group to select out 6 - 7 of the most significant of these problems.Then it can advise the groups to rank these problem according to a set of selection criteria as specified under Training Guidelines above.

4. The groups can select one or several prioritie problems so long as the priority level is specified .

Workgroup Output

SELECTED PRIORITY PROBLEMS AND CRITERA		
PROBLEM	PRIORITY	CRITERIA
Low earned income among female entrepreneurs	First	Deprivation of rights Causes other problems Collective powerlessness Level of injustice/inequity Possible to solve.
Gender Discrimination	Second	Inequity/powerlessness Deprivation of rights Solution - long term
Ecological Deterioration	Third	Physical deprivationn Results in sickness Solution - long term

ENABLING TARGET GROUPS TO SELECT MANAGEABLE PROBLEMS

RATIONALE

As noted in the preceding task on Selecting Priority Problems, problem solving requires specification of the problem to be solved. It is possible that the prioitization operation of the preceding task produces sufficient specificity, that is, the problem is specific enough to be solved directly. Nevertheless, this manual suggests that most priority problems selected through a ranking system will require further specification to make them amenable to problem solving directly. For this purpose a force field asnalysis method can be employed.

OBJECTIVES

To enable target groups to select manageable problems.

To develop among trainees skills in methods of enabling target groups to select manageable problems.

GUIDELINES

Basically, the Force Field method consists of the following procedures:

* Identify the forces which will constitute constraints or negative forces in solving the priority problem. Then rank these forces (1st, 2nd, 3rd, etc.) according to the order in which they should be eliminated.

* Identify the forces which will constitute supportive conditions in solving the priority problem. Then rank these positive forces according to their value in solving the priority problem. See Box 12 for the negative and positive forces expected to affect solution of the low earnings problem among the 2000 female entrepreneurs.

* According to the force field model, the best strategy is to begin the problem solving process by attacking the first ranked negative force. In developing a plan to overcome this first negative force, the planners can take advantage of any of the positive forces identified during the force field analysis exercise. *(Positive forces existing now - Not what will be produced in the future)*

TRAINING GUIDELINES

1. The training team can organize the participants in workgroups which will use the force field method to identify the appropriate manageable problems.

2. Each workgroup should begin the force field analysis exercise by identifying the 5 - 6 constraints or forces which will inhibit solution of the priority problem. These negative forces should then be ranked according to their manageability or solvability. The first - ranked negative force will constitute the first problem to be solved.

3. Each workgroup should also rank the forces which will facilitate solution of the priority problem. These positive forces should be ranked according to their potential for solving the priority problem. They can be used to support the program designed to solve the first negative force. (See Box 12 for positive and negative forces expected to affect solution of the low earnings problem.

7. Once each group has ranked both the negative and positive forces related to its priority problem, it can prepare a report for presentation to plenary session.

8. As an extra task, the workgroup can establish a baseline measure for their selected manageable problem. Baseline measures simply establish the empirical status of the manageable problem at the time of measurement. For example, the first negative force preventing solution of the low earnings problem is "no organization base" among the target group. This is a measurable variable. Concrete indicators of the variable include:

* Percent of women who are members of development organizations.

* Percent of women in leadership positions with development organizations.

* Percent of women participating in meetings of development organizations.

The same method can be employed with other manageable problems to establish heir baseline status.

ach workgroup's report to plenary session can be produced according to the format of Box 12. (next page)

WORKGROUP OUTPUT ILLUSTRATION

BOX 12: PRIORITIZED POSITIVE AND NEGATIVE FORCES WHICH WILL AFFECT SOLUTION OF LOW EARNINGS PROBLEM AMONG 2000 WOMEN

RANK	POSITIVE FORCES	RANK	NEGATIVE FORCES
4	Awareness of Income Opportunity	2	No Legal Right to Assets
3	Available Natural Resources	4	No Access to Bank Loans
5	Available NGO Help	3	No Collateral (security)
1	High Motivation	1	No Organization Base
2	Productive Skills	5	Limited Enterprise

Timeframe

Facilitator's Explanation   - 15 min.; Workgroup Exercises - 60 min.
Plenary presentation   - 15 min each group.

Materials - Newsprint, markers, posting location.

CHAPTER IV

ORGANIZATION FORMATION METHODS

Organization formation constitutes the second life-cycle phase of organization growth. For the purposes of this manual, we will divide the phases into four stages:

* assisting the target group to formulate a development strategy.
* assisting the target group to construct an action plan related to forming an organization.
* assisting the target group to develop a constitution and bye-laws for the proposed organization.
* assisting the target group[s to overcome local opposition to forming an organization.

A. Formulating a Development Strategy

It is not absolutely necessary to have the target group formulate a development strategy as part of the organization formation phase. Nevertheless, if the group has chosen a priority problem as well as several manageable problems, it will be useful for the group to develop an overall plan on how to solve these problems over a period of time. At a minimum, a plan will include a set of objectives and a set of program component . See Task E.

B. Constructing an Action Plan

An action plan simply calls for a systematic series of steps that are to be followed in implementing a project. For the formation of a people's organization, the action plan will specify the sequence of activities to be followed, the methods to be use, the agent. the timeframe and the expected outcome. This will be practised in Task F.

C. Constructing a Constitution and Bye-laws

The constitution and bye-laws is one element included in the action plan. Without a constitution, an organization can have no structure. See Task Fl

D. Overcoming Local Opposition to Organization

The best indicator of the relevance of an organization is the arousal of opposition from vested interests and established elites. Overcoming this opposition is a necessary element of the action plan. See Task G.

term objectives. The long term objective should refer to solution of the priority problem itself. The short term objective should refer to solution of the first ranked negative force preventing solution of the priority problem. The interim objectives should refer to solution of the 2nd, 3rd, etc. ranked negative forces preventing solution of the priority problem.

4. Once the set of objectives is formulated, the SPT must now design the sequence of program components (projects) which will be necessary to achieve the interim objectives. It will be easier if the SPT designs first the program component necessary to achieve the short term objective. Then the SPT can proceed to design the sequence of program components necessary to achieve the interim objectives. The sequence will follow the order in which the negative force are ranked.

N.B. Once all the negative forces are eliminated or the interim objectives are achieved , the long term objective will be automatically achieved, that is, the priority problem will be solved.

Case Illustration of Development Strategy

Strategic Objectives.

Long Term: To increase the earned income of 2000 female entrepreneurs within a five year period.

Short Term: To form a people's organization among 2000 female entrepreneurs within one year.

Interim: * To obtain reform of legislation governing women's rights to ownership of property within three years.

* To increase savings and credit facilities owned and controlled by 2000 female entrepreneurs within three years.

* To increase the level of participation in micro-enterprise development by 2000 female entrepreneurs within five years.

Program Components

* By the end of the first year, an organization formation program component will be implemented to establish a people's organization.

* By the end of the third year, an advocacy program component will be carried out by the new people's organization for the purpose of achieving legislative

reform.

* By the end of the fourth year, a promotional and organizational program will be carried out establishing savings and credit facilities owned and controlled by 2000 female entrepreneurs.

* By the end of the fifth year , a promotional program to increase participation of female entrepreneurs in micro-enterprise will be carried out.

Training Guidelines

1. The Training Team will organize the workshop participants into workgroups of 6 - 7 members. Each workgroup will take one the role of a Strategic Planning Team.

2. Each workgroup will review the status of the priority problem and the related negative and positive forces.

3. Each workgroup will review the Field Guidelines indicating procedures for developing a program strategy in the field.

4. In formulating a development strategy, each workgroup can practice alternative methods. The following alternatives are possible:

    * Study and discussion of the connections between a priority problem, negative and positive forces, objectives and program components.

    * Visiting other organizations to assess their development strategies.

    * Obtaining the services of a resource person who will lead them in the complex task of formulating an overall development strategy.

    * With the help of the Train Team, each workgroup can design a critical path of the forces to be overcome and the sequence of program components to be implemented.

5. Each workgroup will record its development strategy on newsprint for presentation to plenary session of the workshop. Here each strategy will be discussed and assessed.

Workshop Output.

The workshop output produced by the workgroups will follow the pattern of the Case Study Illustration presented above. Basically, it will consist of a set of objectives and program components.

Timeframe.

Facilitator's Explanation	15 min.
Workgroup Exercises	60 min
Plenary Reports	15 min (@ workgroup)
Debriefing	30 min.

Materials

Newsprint, markers, posting location, transportation and tables

TASK F

ENABLING A TARGET GROUP TO FORM A PEOPLE'S

ORGANIZATION

Rationale

In the case study used in this manual (2000 Female Entrepreneurs). lack of organization among the women is taken as the first ranked negative force preventing solution of the priority problem - low earned income among female entrepreneurs. Consequently, the first program component to be implemented is the formation of a women's organization

Task Objectives

To enable Target Groups to establish People's Organizations.
To increase among trainees skills in methods of enabling Target Groups to establish People's organizations.

Field Guidelines

1. The IO will appoint a Planning Team. It will have the primary responsibility for enabling the Target Group to form a people's organization.
2. The Planning Team can use the following method to mobilize the target group for organization formation:
   * Organize the Target Group into Study Groups if these are not already established.
   * Assist the Study Groups to elect a Core Group consisting of study group representatives. The Core Group and the IO Planning Team will take the lead in forming the people's organization.
3. The Planning Team and the Core Group will cooperate by designing an action plan to form a people's organization.
4. An Action plan must include the following components:

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* An Objective stating what is the expected outcome of the action plan.
* A sequence of activities which will lead to a achievement of the objective.
* Each activity in the sequence should be described in terms of the following characteristics:
    - Name of the activity
    - Purpose of the activity
    - Method of carrying out the activity
    _ Agent responsible for the activity
    - Timeframe of the activity
    - Level of participation in the activity by the Target Group
    - Resources required for the activity
    - Expected outcome of the activity
      N.B. See illustration of action plan form an organization, Box 13.
4. Once the action plan is designed , the Planning Team and the Core Group will oversee implementation of the action plan activities.
5. Prior to implentation of the action plan, the Planning Team should appoint a person or persons who will be responsible for monitoring implementation of the plan.
6. For monitoring purposes, a monitoring design must be constructed by the monitor or the Planning Team. The monitoring design should enable the monitor to observe:
    * Whether each activity or any specific activity of the action plan has been implemented as planned, that is, according to the planned method, agent, timeframe and resources.
    * Whether each activity or any specific activity has produced the outcome expected.
    If a specific outcome has not been achieved by an activity, the monitor should be able to indicate whether the cause has been failure to implement the activity correctly, or the cause is imperfection in the planned activity itself.
7. It is up to the monitor or the Planning Team to decide which activities of the action plan will be monitored if all activities are not to be monitored. This decision will automatically determine the timing of monitoring actions.
8. The monitor must report any discrepancies in plan implementation to a designated authority for action. This could be the Planning Team.

N.B. It should be clearly noted that systematic monitoring is not
possible where there is no systematic action plan.

Training Guidelines.

1. The workshop Training Team can organize the participants in workgroups of 6 -
   7 persons.
2. Each workgroup can take on the role of the Training Team and the Core Group
   combined.
3. Each workgroup will review the development strategy formulated in the
   preceding task. It will identify the short term objective stated in the
   strategy which is to form as people,s organization.
4. Each workgroup should now be instructed to begin forming the action plan
   implied by the development strategy.
5. Using the Field Guidelines (above), the Training Team/Core Group can formulate
   the following features of its action plan:
   * State the organization formation objective.
   * Outline the sequence of activities necessay to achieve the objective.
   * Describe each activity in terms of purpose, method, agent, timeframe, etc.
6. The workgroups can employ alternative methods to formulate their action plan.
   These can include the following:
   * Simple study-discussion method for the whole task.
   * Fish bowl technique using a small central planning group surrounded by a
     larger circle of observers as assessors.
   * Several persons from the workgroup can be assigned the responsibility of
     formulating several alternative action plans from which the workgroup will
     select the most appropriate.
7. Each workgroup should construct a monitoring design. In doing so, it wil
   designate: (See Field Guidelines above)
   * Who will be the monitor and who will appoint him/her.
   * What will be the monitoring method.
   * Which activities will be monitored.
   * To whom will the monitor report.
   * Who will take follow-up action on the report if action is necessary.
8. Each workgroup will record its action plan for presentation to plenary

   session

WORKGROUP OUTPUT (SAMPLE)

BOX 13 ACTION PLAN TO FORM A WOMEN'S ORGANIZATION				
Activity	Purpose	Method	Agent	Timeframe
Core group meeting - 3 hrs.	Decide on organization functions	Discuss functions in Box 14	Facilitation Team	Jan. 10, 9-12 a.m.
Core group meeting - 3 hrs	Decide on organization structure	Discuss examples of structure, Box 15	Facilitation Team	Jan. 10, 2 - 5 p.m.
Core group planning meetings (3)	Construct organization constitution	Examine alternative models	Facilitation Team	Jan. 20 - 22
Village group meetings (@3)	Discuss and approve draft constitution	Informal Group discussion	Village group leaders	Feb. 10 - 28
Meeting of village groups (@1)	Sign up members	Fill out membership card	Facilitation Team	March 15, 93
General membership meeting (1)	Elect leaders and committees	Democratic election	Core group chair	April 30, '93
Visit Registration office	Obtain legal certificate	Meeting with registrar	President of the organization	May 10, '93

TIMEFRAME

Facilitator's Explanation   15 min.
Workgroup Exercises   60 min.
Plenary Reports (@ 15 min.)

MATERIALS

Newsprint, markers, posting location.

TASK F1

CONSTRUCTING A CONSTITUTION FOR A PO

Rationale

Most organizations fail because they have an inadequately specified constitution. The constitution of an organization spells out the structure and functions of the organization. Without a constitution, an organization's structure remains unclear. Bye-laws are added to a constitution for specific purposes.

Objectives

To enable a target group to develop a constitution for its organization.
To increase among trainees skills in methods of enabling target groups to form a constitution.

Field Guidelines

1. The IO Planning Team will work directly with the target group or the core group to form the constitution. The constitution will include the following elements.
2. A clear statement of the vision and mission of the organization. Vision refers to what kind of change or improvement the organization hopes to achieve. Mission refers to how the organization will proceed and for whose benefit.
3. Membership criteria which determine who can be a member and what must be done to remain a member in good standing.
4. Objectives which specify what specific benefits the organization will achieve for its members, the community or larger society.
5. An organization can consist of three levels of decision-making authority – policy making, management and operations. Policy-making refers to decisions respecting the mission, purpose and program commitments of the organization. Management refers to planning, implementing, coordinating and controlling program activities. Operations refer to the actual implementing of management

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decisions by the general staff. In western country organizations, policy making is the responsibility of the membership and the board of directors. Usually, the board is elected by the membership. The board can appoint or elect standing (permanent) and ad hoc (temporary) committees to carry out special functions of the board. Management is the responsibility of the chief executive officer or manager. Operations are the responsibility of the general staff. There is a clear line of authority between the policy maker, the manager and the operational staff. The direction of authority is from policy maker to manager to staff. Cooperatives and credit unions adhere to this model in most countries.

7. An organization can include several levels of complexity. Primary units, secondary level units and tertiary level units. Examples: local credit union, credit union league and confederation. Station, parish and diocese.

8. A constitution should specify the method of leadership turnover to ensure leadership immobility.

9. The distribution of authority within an organization can take many forms. Authority can be highly centralized and exercised in a top-down manner from the chief executive officer to operational staff, or it can be distributed among various levels and positions of the organization. The principle of "subsidiarity" constitutes the best norm, that is, no higher level should assume responsibility for what a low level and perform effectively.

10. The control of the organization's financial resources should be subject to a systematic accounting and audit system. Other resources should be subject to an inventory control system.

11. The organization should have a standard system for recording outcomes of meetings.

12. A constitution should identify or specify the external linkages of the organization.

13. The constitution should specify the timeframe of meetings to be held by policy making bodies of the organization - general membership and board of directors.

4. An organization's constitution should specify method of legal registration if any.

" Organizations cannot manage without External resources - remain very small

" Organizations that cannot handle money cannot empower

15. A constitution should specify method of dissolution and distribution of assets.

Training Guidelines

1. The facilitator of the workshop may request trainees to form workgroups which will take on the role of the core group which is responsible for action planning.
2. The workgroups can review the requirements of an organization's constitution. (See field guidelines).
3. The workgroup will develop a constitution for the case-study organization which they are establishing. They will present the product in plenary session.
4. The plenary session will review and modify if necessary the workgroups' constitutions.
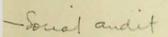
Timeframe

Presentation by the Facilitator	15 min.
Workgroup Exercises	60 min/
Plenary Presentation	10 min @ workgroup

Materials

Newsprint, posting station, markers and work tables.

—Social audit

TASK G

OVERCOMING OBSTACLES TO FORMATION OF PEOPLE'S

ORGANIZATION

Rationale

As a rule, opposition to a people's organization does not emerge until the organization begins to operate. However, where local elites , vested interests, entrenched bureaucrats and traditional leaders are sensitive to threats to their position, they will take pre-emptive (forestalling) action to prevent the threat from developing. Where the organization formation process adheres to consciousness-raising and participatory methodology, the opposition will have time to realize what is happening and will take appropriate action. As a rule, no person or group voluntarily gives up or shares power, privilege, or resources. It is inevitable that a new organization which has power to bring about redistribution of benefits will arouse opposition.

Objectives

To enable Target Groups to overcome obstacles to the formation of people's organization.

To develop among trainees skills in methods of enabling target groups overcome obstacles to formation of people's organization.

Field Guidelines

1. The IO Planning Team and Core Group should identify the sources of resistance and the obstacles to organization formation.
2. If the opposition is emerging out of misinformation, the Planning Team(PT) and the Core Group (CG) can take action to correct any misconceptions among the opponents.
3. If the opposition, on the other hand, is emerging out of a refusal by elites to share power, prestige or community benefits, pressure strategy must be adopted by the PT and CG.
4. The Pressure Strategy involves the following tactics:

a) Identify the influential persons and institutions which can form public opinion within the community and in the surrounding area.

b) Convey to those who can form public opinion a clear picture of the proposed organization and its purpose. Emphasize the advantages of the proposed organization for the disadvantaged groups in the community. Emphasize the possible negative consequences of failure for the groups.

c) Identify, publicly, the opponents to the organization. Suggest selfish motives as the basis for this opposition.

d) Prevail upon supportive officials and influentials to make public statements in favour of forming a people's organization.

e) Where local bureaucratic opposition is present, use public marches and demonstrations to draw attention to the negative influence of these civil servants. Imply that there is collusion with vested interests and the elites.

f) Constantly build up the solidarity of the target group by emphasizing common interests, values and external threats. Adopt an organization emblem or symbol with which the target group can identify.

g) Keep the opponents off-balance by engaging in unexpected actions. These actions might range from offers of cooperation to action which will cause embarrassment or inconvenience.

h) As a general rule, do not engage the target group in direct confrontation with the opposition. This might result in a physical power struggle which the opponents can win.

i) If the IO is associated with a well-known private or semi-public institution, e. g., church agency, external NGo, etc.. it should take advantage of this influence by having the institution publicly support the organization formation plan.

Training Guidelines

1. Request the workshop trainees to form themselves into workgroups which will take on the role of the IO Planning Team and Core Group. The purpose of this joint group will be to form a people's organization among the disadvantaged'

2. The workshop Training Team will present the workgroups with a case problem describing local opposition to organization formation. See Composite Case #1.

3. Request the workgroups to review the Field guidelines respecting use of the pressure strategy.
4. Instruct the workgroups to construct a strategy to overcome the opposition.
5. Instruct workgroups to report their strategy on newsprint in point form for presentation to plenary session.
6. Assess the appropriateness of the strategies presented to plenary.

Workgroup Output

The workgroup output should describe the strategy to overcome opposition in terms of the following:
1. Specification of the general situation.
2. Specification of the type of opposition and its source.
3. The sequence of actions whereby the opposition will be overcome.
4. The persons responsible for planning and implementing these actions.

Timeframe

Facilitator's explanation   10 min.
Workgroup Exercises   60 min.
Plenary Session reports   @ 15 min.

Materials

Markers, newsprint, and posting location.

LOCAL RESISTANCE TO THE FORMATION OF A PEOPLE' ORGANIZATION
COMPOSITE CASE # 1

A group of 300 female micro-entrepreneurs from five contiguous villages of the Asapa area of West Africa is attempting to establish their own People's Organization. In this venture, they have the support of an intermediary church organization - BSENA. In planning for the new PO, the Asapa leaders have formulated the following organizational objectives:

1. *To increase the earnings of female entrepreneurs from micro-enterprise development.*
2. *To increase access of female entrepreneurs to commercial and public credit opportunities.*
3. *To increase the savings and credit capabilities of female entrepreneurs as an organized group.*
4. *To eliminate traditional obstacles to effective participation by females in enterprise activities.*

With the assistance of BSENA, the Asapa leaders have initiated the organization formation process among the target group of 300 females. This program began with consciousness-raising regarding the potential benefits of a people's organization. This was followed by study meetings to draft the constitution of the proposed organization. The draft constitution detailed the development vision of the organization, its objectives, membership and performance criteria, and the remaining structural components of the organization. At this stage local opposition and criticism began to emerge. It took the following forms:

1. *Local elites and money lenders, fearing the independence which savings and credit capability among the women would create, began to threaten female borrowers with early recall of their loans.*
2. *Local vested interests began to spread misinformation in the villages regarding the lack of money-management skills which the women possessed and how savings would be misused.*
3. *Local traditional leaders were aroused by warnings from local elites of the probable family instability which would result from economic independence of women in the villages.*
4. *Local bureaucrats, foreseeing that their arbitrary use of power and authority respecting the business affairs of women would be severely threatened if the women were organized, began to warn the women of the many insurmountable obstacles which would confront them as an organized group.*

The Asapa leaders and BSENA realize that they must develop a strategy which will neutralize this opposition, otherwise, the objective of establishing a people's organization will be frustrated.

CHAPTER V

ORGANIZATION MAINTENANCE AND MANAGEMENT METHODS

This chapter focuses on the third life-cycle phase of an organization's development - maintenance or management of the organization. Effective management of an organization requires development of four capacities - Planning, organizing , controlling and leading. Unfortunately, many new organizations become stymied very shortly after the first flush of membership enthusiasm fades a away. According to the model used in this manual, a new people's organization will not achieve management effectiveness and solidarity without the help of an external body such as an intermediary organization.

The following are a selected number of management capacities which a new organization must develop to achieve effectiveness and solidarity:

1. Skills in Program Planning methods. These might include some elements of strategic planning.

2. Skills in Methods of Organizing and Coordinating the Implementation of Program plans. This capacity can include specific capacities such as the following:

   * Allocating staff for program functions.

   * Budgeting financial resources for program implementation.

3. Skills in Controlling Program Implementation. This can include several specific operations: *Evaluation*

   * Establishing baseline measures of organization programs.

   * Assessing the Feasibility of a program Plan.

   * Monitoring the implementation of a program.

   * Terminal assessment of program outcomes.

4. Skills in Leading the Organization. These skills can concern methods of decision making, delegation of authority , leadership style and mobility of leadership within the organization.

TASK H

ENABLING POS TO ACQUIRE PLANNING SKILLS

Rationale

Normally, organizations carry out services/functions for their members through projects or programs. This organization responsibility requires that organization management possess program planning skills. There are two ways in which organization management can acquire these skills - through formalized training or through applied experience, that is, learn to do by doing. In most organization situations, the latter alternative is the main option open to new and unskilled managers. Nevertheless, where an effective partnership exists between a new PO and an IO, the IO can help to structure project planning experience so that an optimum level of learning accompanies achievement of the project.

Objectives

To enable PO management to acquire planning skills.
To develop among trainees skills in methods of enabling POs to acquire planning skills.

Field Guidelines

Guidelines for planning a project or program follow a fairly common pattern of steps. This is true whether you are planning a literacy project or a primary health care project. In this manual, these planning procedures, appear at several places. The following procedures are adapted for the purposes of the manual:

1. The new PO will appoint a Project Planning Committee. It will work in close cooperation with the partner IO Facilitation Team.
2. The Project Planning Committee will begin the planning process by reviewing the problem for which it is responsible. This will involve several specific steps:

* Specifying the target group affected by the problem in question, e.g., female entrepreneurs affected by lack of the right to legal ownership of property .

* Organizing the target members within the organization to work with the Project Planning Committee. This might involve one or two mass meetings of the members in question or it might involve meeting these members at village level. For the manual case problem, the purpose of these meetings will be to clarify and confirm member commitment to the selection of low earned income as the priority problem, and to selection of "lack of legal rights" as the second manageable problem (2nd ranked negative force) to be addressed by the newly formed PO.

3. If project evaluation will be considered important, it will be important to establish baseline measures of the priority and/or manageable problem. Baseline measurement establishes the existing status of the problem in question . Baseline measurement involves the following procedures:

* Clear definition of the problem. The problem of " lack of legal rights of ownership to property among adult women" means that women cannot own land or physical property which they can use as collateral.

* Specification of observable indicators of the problem. Indicators of the lack of rights problem would include: absence of clear legislation specifying the right of women to own property independently of their spouses or relatives and lack of legal deeds to acquired property

* Collection of data on the problem and its extent. Data on this problem can be collected by examining legal documents or by conducting interviews with female entrepreneurs to obtain their actual experiences. These data would establish existing status of the legal rights problem.

4. The next step is for the Planning Team to establish the Objectives of the project. Basically, formulation of the objectives flow from the specification of the problem. Formulation of objectives can be quite simply or rather complicated. A simple statement of an objective should include the following information:

* What is the expected outcome e.g., to increase the level of nutrition among children.

* What amount or level of change is expected, e.g., the percent of children

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with adequate nutrition will increase from 10 percent to 75 percent of all children.

* Who will benefit from the change, e.g., all children of the area under 5yrs of age.

* Within what timeframe will the benefits occur, e.g., 5 mos.

5. Instead of being guided by one simple objective, a project or program can be guided by an hierarchical set of objectives. The hierarchy might include long term, interim and short term objectives. See TASK E for an illustration.

5. The next step in the project cycle is design of the project to achieve the objective. Basically , a project plan consists of a sequence of activities which will lead to achievement of the objective. Each activity can be described in terms of the following:

* Name of the activity.

* Statement of its purpose.

* Description of method to carry out the activity.

* Specification of the person(s) responsible for the activity.

* The level of participation in the activity by the target group.

* The expected outcome from the activity.

* The resources needed to carry out the activity.

The resulting plan is called an action plan which provides a blueprint or design for achieving the objective. For instance, using the manual case problem, the action plan might be designed to obtain reform in legislation governing the rights of women. An illustration is provided under training guidelines below.

Training Guidelines

1. The Training Facilitator can request the workshop participants to organize themselves in workgroups.

2. The TF can request the workgroups to take on the role of a PO Planning Team which will be assisted by an IO Facilitation Team.

3. Request each workgroup to review the Field Guidelines above respecting designing an action plan.

4. Instruct each workgroup to choose the first manageable problem which a new PO might want to solve. Here it will be useful for the workgroup to review the set of negative forces identified in TASK H - SELECTING A PRIORITY PROBLEM AND MANAGEABLE ASPECTS OF IT. For the manual case problem, the 2nd ranked negative

Objectives — Why no indicators in this plan.

force will be chosen - no legal rights to assets. See Box 12. Now the PO will
design a sequence of activities to solve this problem.

Workgroup Output (Sample of Action Plan)

ACTION PLAN TO OBTAIN LEGISLATIVE REFORM					
Objective: Within a two-year period, to achieve reform in government legislation governing the rights of women to own property.					
Activity	Purpose	Method	Agent	Outcome	Timeframe
Appointment of PO Project Committee	To initiate the Reform Process	Appointment by PO Board	Board President	Reform Process Initiated	May 1, 1993
Planning Committee study meeting	Study existing rights	Discuss with lawyer	Planning Committee	Existing Rights Identified	May 10, 1993
Planning Committee Study meeting	Study methods of legislative reform	Discuss with government leaders and lawyers	Planning Committee	Reform Methods Identified	May 20, 1993
Meeting with Women	Discover effects of no collateral on enterprise development	Mass meeting with Planning Committee	Planning Committee	Negative Effects of lack of collateral	June 10, 1993

Timeframe

Facilitator's explanation	15 min
Workgroup Exercises	75 min
Plenary Session	15 min (@ group)

Materials

Manual, newsprint, markers, posting location

TASK I

ORGANIZING METHOD: STAFF COORDINATION

Rationale

The second significant management function of an organization is that of organizing resources for the implementing of programs. The most critical organizing functions are:

* Allocating staff resources according to program job requirements.
* Arranging physical facilities for program requirements.
* Arranging social infrastructure and external linkages.
* Constructing program budgets.

The function of allocating staff resources according to program job requirements of the organization is usually referred to as work planning. It is treated specifically in this Task.

Objectives

To increase the work planning skills and staff coordination among the management of POs.

To increase among trainees skills in methods of enabling PO management to acquire work planning skills.

Field Guidelines

Within an organization, work plans can be developed for individual

workers and for committees or other groups. Work plans simply spell out what the persons or committee is responsible for within a given period of time. The work plan can also specify the time frame for the performance of certain responsibilities. As well, it can specify what proof will be needed to show that the responsibilities have been fulfilled.

The following guidelines will assist in developing a work plan for the committee which is responsible for promoting reform of legislation respecting the rights of female entrepreneurs to independent ownership of property.

1. The PO Planning Team can review the action plan designed in the preceding task in order to specify it for work planning purposes. The action plan in question focuses on the function of "obtaining legislative reform respecting the rights of female entrepreneurs to independent ownership of property". This would be one of the major program thrusts of the PO. It can be referred to here as a major " Performance area" of the PO's work.

2. The next step for the planning team is to identify the activities which will be necessary to complete this performance area or function. Activities might include the organizing of study meetings, consultations with legislators and legal advisors and drafting of proposed legislation.

3. Any action plan activity must be specified terms of the actor responsible, the time frame, the method to be employed and the expected or observable outcome. In the case of the legislative reform outcome, the following specification apply:

   * the planning committee is the actor responsible for the sequence of activities required.
   * The timeframe is a two year period; however, the action plan here provides only specific dates for each activity. Not all the necessary activities are specified in the sample action plan of Task H.
   * The overall outcome will be new legislation recognizing the rights of women to property.
   * The method to be employed by the committee will be study, planning and advocacy.

4. Form this action plan analysis, the workplan for the planning committee can be developed for the two year period or for shorter periods.

Training Guidelines

1. The workshop facilitator can organize the workshop participants in workgroups.

2. Each workgroup can take a known organization as its case study. it can identify the major programs to be implemented by the organization. It should choose only one of these programs for exercise purposes.

3. For the program chosen, it can identify its major components or performance area. Some programs may consist of only one main component.

4. Work groups should choose only one program component for exercise purposes. They can then, identify the activities necessary to implement the component. For each activity they can identify the persons or parties responsible for the activity. As well, for each activity , they can specify the time frame, the observable outcome and the method to be used.

5. If only one person or party is responsible for all the activities, it will be each to develop or derive the workplan for that person or party. If several persons or parties are involved, it will be necessary to sort out their responsibilities to arrive at description of their workplans.

Work Group Output

Work Plan For PO Planning Committee

May 1 - June 30, 1994

Program Component: Achieving Legislative Reform		
Activities	Timeframe	Outcome
Three general study meetings	9 days	Reform Process Plan
Study meetings with female entrepreneurs (3)	6 days	Data on investment problems
Consultations with legal advisors (5)	10 days	Guidelines for achieving reform.
Drafting of proposed legislations	5 days	Draft law
Meetings with local political representatives (10)	10 days	Record of opinions
Meetings with target constituency	10 days	Publicity on public views.
Organization of Demonstrations and boycotts	5 days	Media reports
Preparing reports	5 days	Written reports

Time frame

Facilitator's explanation	15 min.
Work group exercises	75 min.
Plenary session	15 MIN. @ workgroup

Materials

Markers. writing tables, newsprint, posting locations.

TASK J

ORGANIZING METHOD: PROGRAM BUDGETING

Rationale

Budgeting financial resources is an essential organizing function of organization management. There are numerous budget formats that can be employed in organizing financial resources. A common project budget format is one which estimates the costs of project components and assigns them to financial sources. This format constitutes the focus of this task - TASK J. Objectives

To enable PO management to practice and acquire program budgeting skills. To increase among trainees skills in methods of enabling PO management to practice and acquire budgeting skills.

Field Guidelines

1. The PO Planning Team will assume the responsibility of estimating the costs of carrying out the project action plan.
2. To begin, the Planning Team must examine closely all of the activities included in the action plan. This will include the job and resource requirements of each activity.
3. The Planning Team will estimate financial costs for the activity or parts of the activity. The Team may estimate in-kind costs where desirable. In-kind costs include contributed work, facilities, and other non-financial inputs to which a financial value can be attributed.
4. Once the cost of each activity is estimated, the Planning Team must allocate these costs to financial sources which will cover the costs. The cost of an activity as well as the cost of a total project can be distributed among several sources.
5. The budget format will provide a picture of all budget item costs and the sources which will cover these costs. (See Workgroup Output below)

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Training Guidelines

1. The Workshop Facilitator will organize the participants into the usual workgroups.
2. Each workgroup will review the manual case problem action plan - Sequence of activities to achieve legislative reform.(It should be remembered that this action plan is incomplete).
3. The Workgroups will each estimate what will be the costs of the activities as presented. Activity costs will depend on required jobs and resources for each activity. When all activity costs are totalled, this will provide the total budget for the project.
4. Each workgroup will construct a budget format presenting cost estimates and allocation of them to sources. This format should be presented on newsprint for delivery to plenary session of the workshop.

Workgroup Output (Sample of Partial Budget)

LEGISLATIVE REFORM BUDGET

Cost Item	Total Cost	PO Account	IO Fund	Public Subsidy
3 planning meetings	2,000	1,000	500	500
Lawyers' Fees	5,000	1,000	3,000	1,000
Travel costs	1,000	1,000	-	-
Total	8,000	3,000	3,500	1,500

Time Frame

Facilitator's Explanation   - 15 min.; Workgroup Exercises   - 60 min.

Plenary Session Reports - 15 min @ workgroup

Materials - Manual, newsprint, markers, etc,

TASK J1

CONTROLLING METHODS: PROGRAM BASELINES

Rationale

The controlling function of management involves four evaluation designs - baseline measurement, feasibility assessment, program monitoring and terminal evaluation. Task J1 will focus baseline measurement. In program planning, the first step consists of definition of the problem to be solved. For evaluation purposes, the first step consists of establishing baseline measures of the problem. The baseline measure enables the planner to measure change in the status of a problem , that is, from "before program" to "after program" status.

Objectives

To enable PO management to establish baseline measures of problems to be solved. To increase skills among trainees in methods of establishing baseline measures.

Field Guidelines

1. The Project Planning Team of the PO should . begin by examining the problem addressed at the project planning stage. This problem was " lack of legal rights to ownership of property among female entrepreneurs".

2. The planning team must now define this problem as a variable. This definition should enable the research to determine whether there is more or less of the problem. For this particular problem it is not easy to define it as variable. Perhaps, we can give a variable definition to property. Lets assume that property can include land, buildings, equipment, and personal belongings. Lets assume that if a female entrepreneur can have a legal right to all of these properties,independently of her spouse, s/he enjoys full rights to property. However, if s/he enjoys legal rights only to moveable property, e.g., equipment and personal belongings, then she enjoys only partial legal rights. If she enjoy no legal rights to any property independently of her spouse, then she enjoys no legal rights to property.

2. The next step for the planning team is to establish firm observable indicators of property. As we have already noted, property consists of the following observable indicators - land, buildings, equipment, vehicle, furniture and clothes. Other concrete indicators might be identified.

3. The next step for the planning team is to identify the target or research population which is to be studied. For the manual, the research population is the 2,000 female entrepreneurs. The planning team must decide whether it is going to survey the 2000 entrepreneurs or a random sample of it. It could decide to collect data from every 20th female entrepreneur selected from a list which would provide a sample of 100 entrepreneurs.

4. The next step is to construct a data collection instrument. The instrument should enable the researcher to discover how many entrepreneurs enjoy legal rights to the different types of property. A simple interview form will be best for this purpose. It will consist of simple questions to determine the legal status if the 100 entrepreneurs.

5. The next step is to collect the data and arrange it into categories of the variable. The survey data might be presented as follows:

TABLE: PERCENTAGE OF FEMALE ENTREPRENEURS ENJOYING THE LEGAL RIGHT TO TYPES OF PROPERTY.			
PROPERTY	LEGAL RIGHT	NO LEGAL RIGHT	TOTAL NUMBER
Land	10%	90%	100
Buildings	15%	85%	100
Equipment	85%	15%	100
Personal Items	95%	5%	100

6. The data in the table show that the largest percentage of female entrepreneurs do not enjoy the legal right to immoveable property independently of their spouses. The remainder consists of widows, single women, and others who have no living spouse. The reason given for this is that the human rights legislation of the country does not recognize the wife independently of her husband (s).

7. The data in the table constitute a measure of the baseline status of female entrepreneurs with respect to legal ownership of property. From this baseline, future change can be determined.

Training Guidelines

1. The workshop facilitator will organize trainees into research groups of 6 - 7 persons.

2. The research group can choose the particular problem which they have been dealing with at the project planning stage.

3. The research groups will have to engage in the research operations specified in the Field Guidelines:

    * define the problem to be solved as a variable.

    * identify concrete or observable indicators of the variable.

    * determine the source from which data should be collected.

    * construct an appropriate data collection instrument.

    * collect the data

    * present the data in a systematic manner.

4   The research groups might report outcomes to plenary for each operation in order to avoid getting off the track.

5. The research group should clearly identify the baseline status of the problem.

Timeframe

Presentation by the Facilitator   30 min

Workgroup exercises   120 min.

Plenary presentations   20 min @ group

Materials

Newsprint or transparencies, markers, posting stations.

TASK K

CONTROLLING METHODS:FEASIBILITY ASSESSMENT

Rationale

Once a project action plan is developed and estimates are made of the required financial, skill and other resources, it is necessary for the Planning Team to conduct a feasibility assessment of the plan to determine its practicability. Estimates to determine practicability can be based on determining the adequacy of certain conditions of project implementation. These will include: the adequacy of the method employed, the time allocated, the expertise and resources allocated. Along with these will be more general questions such as cultural legitimacy, political acceptability and organization sustainability. Where any of these are deficient or negative, effective implementation of the project will be at risk.

Objectives.

To enable PO management to conduct feasibility assessment of action plans.
To increase among trainees skills in methods of enabling PO management to conduct feasibility assessment of action plans.

Field Level Guidelines

1. The Planning Team should review its action plan focusing on the activities of the plan as well as on the total plan.
2. The first set of feasibility questions which the Planning Team should address is the adequacy of the planned conditions associated with each activity. These will include:
   * The method of carrying out the activity - Is it adequate?
   * The agents or the responsible persons - Are they sufficiently competent?
   * The time allocation - Is it enough?
   * Target group participation - Is it sufficient?
3. A second set of questions which the Planning Team should address to the plan

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includes the following:
* Will the project be politically acceptable?
* Is the project culturally legitimate?
* Does the project recognize the needs and rights of women?
* Can the project be implemented without depleting non-renewable resources?
* Is the project organizationally sustainable?

4. In order to arrive at correct estimates, the Planning Team may have to engage in data gathering. These data may be collected through observation, key informant interviews or group discussions.

5. As a result of the feasibility exercise the Planning Team may have to make modifications in the action plan to ensure its effectiveness.

Training Guidelines

1. The Training Facilitator can organize the workshop participants in workgroups as usual.

2. S/he will request each workgroup to review the action plan to obtain legislative reform.

3. Each workgroup will focus first on the activities of the action plan . Here the questions will be as in Field Guideline #2 above.

4. Each workgroup will then focus on the broader questions of legitimacy, acceptability and sustainability. Here the questions will be as in Field Guideline #3 above.

5. For each question seeking data, the workgroup should suggest the possible sources of data and the methods of data collection.

6. Each workgroup can record on newsprint the questions it would ask, its sources of data and the method of data collection.

Workgroup Output (Selected feasibility method).

Objective: To assess the practicability of an action plan for achieving Legislative Reform.			
ASSESSMENT METHOD			
Activity	Question	Data Source	Data Method.
Appointment of 3 member project committee	Do members possess the needed skills	Committee members themselves	Interview method
Study of Existing Rights	Will discussion with lawyers be sufficient	Experienced project planner	Consultation
Meeting of Female Entrepreneurs	Can all women participate?	Key informant	Interview
The overall project for reform	Is it politically acceptable	Civic authorities	Interview
Do	Is it culturally legitimate	Teachers and traditional leaders	Informal Discussion
Expected Project Outcome	Is it socially sustainable	Legal Advisor	Consultation
Do	Is it economically sustainable	Economic advisor	Consultation

Timeframe

Facilitator's Explanation	15 min.
Workgroup Exercises	60 min.
Plenary Reports	15 min. (@ Workgroup)

Materials

Manual, newsprint, markers, etc.

TASK L

CONTROLLING METHODS:PROGRAM MONITORING

Rationale

It is assumed that once an action plan is developed, it is now simply a matter of implementing it to complete the project. Unfortunately, several problems can arise during implementation. First, the expected outcome might not be achieved in whole or in part due to improper implementation of one or more activities of the plan. For instance, at a mass meeting, an autocratic chair may have replace a planned for democratic chair resulting in less satisfaction among the member participants. Secondly, an expected outcome might not be achieved in whole or in part due the fact that the activities as planned were deficient to begin with. Monitoring methodology enables a monitor to observe whether expected outcomes have been partly or fully achieved during implementation, and if any failure appears, is it due to a faulty plan or to faulty implementation of the plan.

Objectives

To enable PO management to conduct monitoring procedures during program implementation.
To develop among trainees skills in methods of enabling PO management to conduct program monitoring procedures.

Field Guidelines

1. The PO management can appoint one or more persons as a monitoring team which will be responsible for monitoring implementation of the action plan. The appointees might come from the planning team or they might be independent of the planning team.
2. The Monitoring Team will review the sequence of activities included in the action plan and the characteristics of each e.g., method, agent, timing, etc.

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particular activities will be selected for monitoring if all activities are not to be monitored.

4. The monitoring team will then construct the monitoring method for the activities to be monitored. Basically, the monitoring method observes the extent to which actual outcomes fulfil expected outcomes, and the extent to which the actual implementation of activities compares with the planned implementation of activities.

5. If a systematic action plan exists, it is relatively easy to construct a monitoring form for the activities to be monitored. Actually, the form follows the structure of the action plan. For each activity and its corresponding characteristics, blank cells can be constructed. In monitoring, , the monitor records in each cell a note on the actual implementation of the activity and its characteristics.

6. The monitoring team can report its findings to the immediate PO supervisor or to the planning team for any necessary follow-up action.

Training Guidelines

1. The Workshop Facilitator can arrange the participants in the usual workgroups

2. Each group will review the sequence of activities in the action plan designed to achieve legislative reform.

3. Each workgroup can select one of the activities of the action plan for monitoring practice. For example, it can select the third activity in the plan - Planning Committee Study Meeting to Analyze Methods of Achieving Legislative Reform.

4. Once the workgroup has made the selection of the activity, it can construct a form with empty cells corresponding to the planned activity, method, agent, timeframe and outcome of the planned activity. In these blank cells can be recorded observations on the status of the implemented activity.

5. Each workgroup can record its monitoring design on newsprint for presentation to plenary session.

Workgroup Output

SELECTED ACTIVITY FROM ACTION PLAN FOR LEGISLATIVE REFORM						
Status	Activity	Purpose	Method	Agent	Time	Outcome
Planned Activity	P.C Study Meeting	To ID Reform Methods.	Discuss-ion with lawyers	Planning Commit-tee	May 20. 1993	List of Reform Methods
Actual Activity	?	?	?	?	?	?

Timeframe

Facilitator's Explanation   15 min.

Workgroup Exercises   60 min.

Plenary Presentation   15 min (@ workgroup)

Materials

Manual, Newsprint, Markers, Posting Location, etc.

TASK H

CONTROLLING METHODS: TERMINAL EVALUATION

Rationale

As a general practice, upon completion of a project, an assessment is carried out which attempts to measure the actual outcome of the project. If the actual outcome equals the expected outcome (as defined in the project objective), the project is considered successful. This is the basic rationale of terminal evaluation. Adequate terminal evaluation requires the establishment of pre-project baseline measurement of the problem to be changed. Baseline or benchmark measures provide observable points from which change starts and can be measured.

Objectives

To enable PO management to acquire the skills of terminal assessment.
To develop among trainees skills in methods of enabling PO Management to acquire skills of monitoring.

Field Guidelines

. The Planning Team should consider what was the expected outcome stated in the project objectives. (If written correctly, the project objective should specify the outcome, it amount/extent, its beneficiaries and timeframe.)
. The Planning Team can check to determine whether a baseline measurement exists.,e.g.Out of 200 children under 5 yrs , 95 percent are malnourished. If a baseline measure exists, the Planning Team can simply survey the target population of 200 children to determine change in the percentage of them suffering from malnutrition. The survey method can consist of simple observation for signs of rash, distended stomach, hair discoloration and /or lethargic behaviour. (Hopefully this method would have used at the baseline measurement stage.)

Training Guidelines

1. The Training Facilitator can organize the workshop participants in workgroups as usual.
2. The Training Facilitator can request the workgroups to review the statement of the project objective - To obtain legislative reform entitling women to own property within two years.
3. The workgroup will check the pre-project baseline status of the legislation - lack of legislation entitling women to own property.
4. The workgroup will assume that the project objective has been achieved if new legislation enactment entitles women to own property independently of their spouses.
5. The workgroups can report their findings on newsprint for presentation to plenary session.

Workgroup Output

PROJECT OBJECTIVE: Within two years, the project will achieve legislation reform entitling women to own property independently of their spouses.

BASELINE STATUS OF LEGISLATION: No legislation exists entitling women to own property independently of their spouses.

PROJECT OUTCOME: Legislation exists enabling women to own property legally independently of their spouses.

Timeframe

Facilitator's Explanation	15 min.
Workgroup Exercise	60 min.
Plenary Session	15 min (@ workgroup)

Materials

Manual, newsprint, markers, post location, etc.

TASK N

METHODS OF LEADING: OVERCOMING IMMOBILITY OF LEADERS

Rationale

The fate of many Ngos, both POs and IOs, has been linked closely with the founding leadership of the organization. The common pattern is that a charismatic or dynamic person originally forms the organization. The task demands much effort and dedication on the part of the founding leader. Unfortunately, the founding leadership believes that this type of dedication is necessary for the maintenance of the organization over time. For the founding leader, the emerging leadership of the organization is never considered ready to assume a significant leadership role. As a result, a leadership cadre does not grow within the organization. Organization sustainability depends on the personal leadership of a founder who continues to run the organization as a one-person show. Obviously, a people's organization cannot remain effective under these conditions. Innovation and adaptation appear necessary.

Objectives.

To enable POs to overcome leadership immobility and rigidity.
To increase among trainees skills in methods of enabling POs to overcome leadership immobility and rigidity.

Field Guidelines

1. Where a problem of leadership immobility and rigidity exists within a PO, and where an IO - PO partnership exists, the IO Planning Team should take the lead in initiating a process of change.

2. The IO Planning Team cannot simply appear on the scene with an IO mandate to initiate change within the PO. The IO Planning Team must await an appropriate opportunity to legitimize its entry to the problem situation. The opportunity might consist of an invitation from a support donor for the

PO to undertake an expanded role, or it might consist of a request from an external donor or public agency for the PO to review its development policies, programs and practices , or it might be precipitated by the expressed desire of the PO leadership to become involved in a new development project.

3. When an appropriate opportunity presents itself, the IO Team should offer assistance and request the PO leadership to appoint a PO Planning Team which will work with the IO Team.

4. The joint team should plan to develop an incremental strategy for improving the capacity of the PO to respond to the expectations of its external constituencies and to take advantage of new opportunities.

5. The Joint Team should begin to develop its organization innovation strategy by examining structural deficiencies which retard the organization. These structural features might include the following:

   * The relationship between policy level decision making and management level decision making. Are both levels, for instance , dominated by the same leaders.

   * Are there functions within the organization which call for specific skills and capabilities but are not distributed within the organization's leadership.

   * Are there clearly defined performance criteria for organization members and staff?

   * Is there a written constitution which specifies bye-laws for the election and rotation of leadership within the organization?

   * Do external support institutions specify adherence to accountability procedures for resources granted to the PO .

   * Are there provisions or precedents for joint consultations with donors and responsible public agencies.

5. In addition to examining structural features, the Joint Team should consider the commitment, satisfaction and solidarity of the PO members and staff. Here it will be important to note:

   * staff seniority/expertise and job responsibilities

   * interpersonal communication among staff, management and members.

   * satisfaction of staff with their position.

6. The Team should attempt to discover the effect of leadership immobility on

perceptions of decision making opportunities within the organization.

7. Finally, the Joint Team should examine the symbolic value which the PO members attach to the continued presence of the founding leader in the organization.

8. In all of its activities, the Joint Team should practice transparency so that no accusation can be brought subsequently of treachery or disloyalty.

Training Guidelines

1. The workshop Facilitator can organize the participants in workgroups.

2. Each workgroup can review Composite Case #2 - Leadership Immobility and Rigidity....

3. Each workgroup can assume responsibility for developing an organizational change strategy for overcoming immobility and rigidity.

4. The organizational change strategy should possess the following features:
   * it should be participatory and incremental.
   * it should emphasize the development of organizational opportunities.
   * it should have built-in provisions for structural modifications especially with respect to leadership, decision making and the leadership turnover.
   * It should include provisions for improving staff, management, and member solidarity.
   * It should take note of sources of potential conflict and suggest means for eliminating these sources.

Workgroup Output

The workgroups can focus on Composite Case 2 - "Leadership Immobility in a ganization. The solution to the case problem should include the following:
   The change objectives.
   he methods for achieving the objectives
* The responsible actors.
* The expected outcome.

Timeframe

Facilitator's Explanation - 15 min.; Workgroup Exercises - 60 min.;
Plenary session - 15 min. (@workgroup report)

Materials -

Manual, Newsprint, Markers, Composite Case 2.
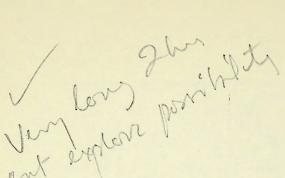
LEADERSHIP IMMOBILITY IN AN ORGANIZATION

COMPOSITE CASE #2

The Awani Women's Development Association (AWDA) is located in a rural area of South Africa. It was founded 20 years ago by Mrs. S. Zwane. For these 20 years AWDA has been effective in planning and implementing projects for the benefit of its 300 members. These projects included nutrition , literacy and handicraft training projects. Mrs Zwane as the president of the organization has been successful in obtaining external donor support for these projects. An intermediary organization, the Council of Rural Organizations (CORU) has assisted AWDA access donor support. It has done so through the preparation of project proposals and through training of AWDA members.

In recent years, the AWDA members have become interested in projects which will generate economic benefits for them. These include micro-enterprise development, savings and credit systems and cooperatives. There is also a concern among the members with gender equity in the economic sphere. For some reason , Mrs. Zwane has developed no interest in these new areas of development. As a result, she has provided no leadership in accessing these new project areas.

When AWDA was formed 20 years ago, Mrs. Zwane played a key role in establishing the organization. She became leader automatically. There was no election or formal method of appointment. She co-opted three prominent members of the organization to work with her and to act as her advisors. Unfortunately, today, these women has passed their prime as has Mrs. Zwane. The AWDA members, especially the younger ones recognize that new leadership is required. Unfortunately, there are no formally recognized rules or procedures for electing new leadership. AWDA has never had a written constitution or bye-laws. Because of consistent donor support, no membership dues or entry criteria were established. Because, Mrs. Zwane and her support group of three made all relevant decisions, no alternative or new leadership development within the organization.

CORU, the intermediary organization has the staff capability to assist AWDA adapt to modern circumstances, but it will not intervene without a legitimate request from AWDA. How can necessary change in AWDA be promoted?

Task 0

Methods of Leading: Facilitating Communications

Rationale

In IO - PO partnerships, good communications is essential to the relationship.
Good communication skills on the part of both the receiver and the transmitter
of a communication is necessary. These skills do not come naturally. Usually,
these types of skills require practice and experience. The method of practice and
experience is through structured experiences (games/exercises) organized for this
purpose. Task O employs the Hollow Square experiment for this purpose. (See
footnote at end of Task below)

Objective

To increase among POs capabilities for planning and implementing effective
communications.

Field Guidelines

1. The experiential exercise requires that an IO Facilitator take the lead in
   organizing the structured experience. The exercise involves two groups. One
   plays the role of the communicator and the other plays the role of the
   receiver of the communication. The task involves the assembling of a 16 piece
   puzzle. The learning for the communicators comes from the experience of
   preparing a message (instructions for solving the puzzle) and transmitting it
   to the receivers. The learning for the receivers comes from receiving the
   instructions and implementing them for constructing the puzzle effectively.
2. The Facilitator will take aside the IO planning group and give it instructions
   on its role . The instructions will be as follows:
   a) The Facilitator will present the IO Planning Group with 16 pieces of
      cardboard required to construct a square with a hollow square in the
      centre.

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b) The Facilitator will also present the IO group with a map of the puzzle which will make it easier to assemble the puzzle.

c) Once the Planning Group has assembled the puzzle, the Facilitator will request it to prepare a set of written or oral instructions which can be used by the receivers to assemble the puzzle without the benefit of the map.

3. The Facilitator will now take aside the Receiver group and prepare it for its task. S/he will inform the group that in a few moments it will receive from the IO Planning Group 16 pieces of a puzzle along with written/oral instructions on how to assemble the puzzle. The receivers should be vigilant in obtaining as much clarification as possible from the presenters during the presentation.

4. During the presentation by the planners, the following conditions will prevail:

a) The pieces of the puzzle must remain untouched in a pile on the table.

b) The presenters may not refer directly to any piece of the puzzle during presentation.

c) The receivers may ask the presenters any number of questions; however, they may not ask the presenter to draw a picture of the puzzle.

5. Once the instructions are presented to the Receivers, the Receivers can begin to assemble the puzzle. From this point on, the presenters cannot make any intervention.

6. For the proper conduct of the exercise, it will be useful to appoint observer participants who will monitor procedures.

7. The Facilitator will allow the Receivers a reasonable amount of time to assemble the puzzle. At a given point in time, s/he should terminate the exercise even if the Receivers have not successfully completed the task.

8. The next and very important part of the exercise is debriefing on what happened at different stages in the exercise. From this exercise, both the IO and the PO members will learn what was done correctly and what was done incorrectly.

Debriefing Exercise

A. ANALYZING THE PROCESS OF PLANNING THE COMMUNICATION

   1. How did the Planning Team organize itself for planning the communication?

   2. Was the objective of the planning clear to all members of the group.

   3. Did the planners consider the characteristics of the receivers in preparing the communications.

   4. Did the Planners use words and concepts familiar to the Receivers.

   5. Did the planners use analogies to help the receiver comprehend the instructions.

B. ANALYZING THE PROCESS OF TRANSMITTING THE INSTRUCTIONS.

   1. Did the planners organize themselves for effective presentation of the instructions?

   2. Were the instructions comprehensive and complete?

   3. Did the Planners allow for adequate feedback and questions from the receivers?

   4. Were the descriptions of the pieces meaningful? Was the relation among the pieces clearly presented?

C. ANALYZING THE PROCESS OF RECEIVING THE INSTRUCTIONS.

   1. Did the Receivers pay attention to the Planning Group during the transmission phase.

   2. Did the Receivers ask questions and negotiate the meaning of terms and concepts during the transmission.

   3. Did all members of the Receiver group pay attention and show interest during the transmission of the instructions.

D. ANALYZING THE PROCESS OF ASSEMBLING THE PUZZLE BY THE RECEIVERS.

   1. Did the Receivers organize themselves for systematic problem-solving.

   2. Did the Receivers follow the instructions as given to them?

   3. Did all members of the Receiver Group participate in the problem-solving task?

Training Guidelines

Because of the nature of the exercise, the training guidelines will parallel the field guidelines. As usual, the Workshop Facilitator will organize the workshop participants in workgroups. One workgroup can assume the role of the communicators and one group can assume the role of the receivers. As usual, the workgroups will present their report in plenary session. Following the plenary presentation, a debriefing session should be held. The debriefing will follow the debriefing guideline as presented above.

N.B. The pieces of the hollow square puzzle and the map are not included in the manual because some of the trainees participating in the experiment cannot have previous knowledge of the design. The pieces of the puzzle and the map accompany the manual under separate cover.

Timeframe.

Facilitator's Explanation	15 min.
Planning the communication by the Presenters	30 min.
Transmitting and Receiving the Communication	15 min.
Implementing the communication by the Receivers	30 min.
Debriefing	30 min.

Materials

Puzzle of 16 pieces. Map of puzzle, newsprint, markers, and posting location.

Reference Note - <u>Hollow Square. A Communications Experiment.</u> Adapted from: Pfeiffer, J. William and John E. Jone. <u>Strutured Experiences For Human Relations Training.</u> Calif., University Associates. 1974

Task P

Methods of Leading: Resolving Conflict

RATIONALE

Conflict within an organization can reduce the solidarity and effectiveness of an organization. In fact, significant conflict can render an organization incapable of achieving its goals or fulfilling its intended functions. In a conflict situation, the options are to disband or to attempt to resolve the conflict. Ideally, the most effective conflict resolution strategy consists of preventative measures. Nevertheless, the reality is that conflict does occur within organizations, groups and communities and attempts must be made to resolve this conflict.

OBJECTIVES

To increase among organization leaders skills in methods of resolving organization conflict.

To increase among trainees skills in methods of teaching conflict resolution strategies.

GUIDELINES FOR THE ANALYSIS OF ORGANIZATION CONFLICT

A. The Nature of Conflict

Conflict within an organization is reflected in attitudes and behavior which interfere with organizational effectiveness and solidarity. Organization conflict can be hidden (latent) or open. Hidden conflict is reflected in passive rejection, non-support and non-cooperation among organization members . Open conflict is reflected in habitual disagreement, personal animosity, caustic comments, behavioral friction and open confrontation among organization members. Organization conflict can vary in extent and intensity. Low levels of conflict may not interfere with the functioning of an organization. High levels of conflict can stymie any effective organization functioning.

B. The Sources of Conflict

Conflict can arise from many and different sources. The following is an attempt to classify the alternative sources of organization conflict:

1. Lack of awareness, misinformation, communication blocks, misinterpretation. misleading directions and rumours.

2. Incompatible member needs, beliefs, values, aspirations, traditions, and ideologies.

3. Mutual mistrust, suspicion, scepticism stereotyping, lack of mutual confidence and perceived threat.

4. Inappropriate organization structures assigning overlapping or inconsistent member responsibilities, unclear decision-making authority, over-centralized decision making, and unstructured organization decision making.

5. Formation within the organization of vested interests, cliques, and in-groups for the purpose of gaining control over organization directions and activities.

6. Competition among members for scarce organization resources resulting in inequitable distribution of status, privilege, power. opportunities and benefits within the organization.

This classification does not exhaust the alternative sources of conflict.

The purpose here is to sensitize the learner to the reality of conflict and its sources.

C. Alternative Conflict Resolution Strategies.

To some extent, the source of conflict predetermines the strategy which must be adopted in attempting to solve an organization conflict.The following is an attempt to classify the alternative conflict resolution strategies according the source of conflict. Again, the purpose is create sensitivity among learners to alternatives.

We will designate each source of conflict with the descriptive words used in the preceding source list.

1. Lack of Awareness and Misinformation

   * A One-Way Communication Strategy in which organization information is transmitted with transparency. and objectivity to members by decision-makers.

   * A Two-Way Information Strategy in which organization information is shared among decision-makers and members through group process ,

collegial decision - making and group problem solving.

2. Incompatible Needs and Beliefs
   * A Human Relations Strategy in which members are enabled to express personal and group needs which might call for modification of organizational structures and procedures.
   * An Integrative Strategy in which higher level beliefs and values are introduced which supersede the conflicting values and beliefs.
   * A Pre-emptive (preventative) Strategy in which organization bye-laws or authority proscribe the questioning of essential tenets of the organization such as religious freedom, ethnic equality, basic philosophical principles, gender equity or other.

3. Mutual Mistrust and Suspicion
   * A Sensitivity Creating Strategy in which conflicting parties agree to engage in structured experiences which will generate understanding the causes of the type of conflict in question. These experience-exercises do not address the concrete problem directly. The primary purpose is the therapeutic effect on the parties.
   * An Awareness Creating Strategy in which the parties are exposed to role-play or socio-drama enactments of the type of conflict in question and its causes. The enactments do not focus on the concrete problem but on analogous situations.

4. Inappropriate Organization Structures
   * An Organization Innovation Strategy which enables the organization to define the needs of its constituency or beneficiaries (external or internal), formulate its mission, goals and objectives, develop appropriate strategies and programs and finally, adapt its structures for effective performance of its organization functions.

5. Formation of Cliques and In-Groups
   * A co-optation Strategy in which the leaders of cliques and in-groups are include in the formal decision-making structures of the organization. The structure and functions of the formal bodies should be clearly specified. Moreover, they should represent proportionally the different interests within the organization. Decision-making must be democratic and transparent.

6. Competition For Scarce Organization Resources

   * A Negotiative Strategy is one in which competing parties attempt to
     arrive at a appropriate sharing of resources. The negotiative process is
     conducted within an established set of laws or rules which create a so-
     called level playing field for the competing parties. In the negotiative
     process one or both parties to the conflict enter into negotiations with
     either a problem -solving approach or a win-lose approach. The problem-
     solving approach is objective and rational. It does not have an hidden
     agenda. It defines the conflict problem clearly and attempts a mutually
     satisfactory solution. The Win-Lose approach, on the other hand, assumes
     that one party is going to gain at the expense of the other. If the
     parties to the conflict possess differential power, the stronger party will
     probably use his/her power to gain more. In special circumstances, the
     fear of alienating the weaker party to the extent that he/she withdraws
     from the overall relationship can dampen the greed of the stronger
     party. Because of the possible misuse of power or the creation of a
     stalemate, the negotiative strategy involves third-party elements of
     mediation, conciliation and arbitration. Arbitration imposes a resolution on
     the competing parties. By previous agreement the competing parties
     agree to accept the imposed solution.

   * The Pressure Strategy is one in which the weaker party to a conflict
     is able to generate third party pressure on the stronger party to
     achieve more equitable sharing of resources. The pressure strategy takes
     the place of the negotiative strategy where there are no established
     rules creating a level playing among the competing parties. Third party
     pressure can come from many sources - from government, public
     institutions , the general public and respected leaders depends on how
     effective the weaker party is in raising third party awareness and
     concern. Generally, the weaker party does this by creating awareness
     among the public concerning the unfairness of the situation, by
     participating in sacrificial activities which generate sympathy from
     observers, by causing inconvenience for the public which is ultimately
     blamed on the stronger party. The stronger party is made to appear
     selfish, unjust, and exploitative. This will presumably cause

him/her embarrassment and social discomfort. Eventually, the stronger party will yield.

GUIDELINES FOR RESOLVING CONFLICT

1. Define the nature of the conflict - its extent and intensity.
2. Identify the sources of the conflict.
3. Choose one conflict resolution strategy or a combination of several.
4. Define the steps to be followed in planning and implementing the chosen strategy.

WORKSHOP TRAINING GUIDELINES

1. Review the concept of conflict - its nature, causes and effects.
2. Organize participants into workgroups.
3. Instruct the workgroups to solve composite case #3 - Resolving Organization Conflict.
4. Have each group plan a conflict resolution strategy.
5. Have the workgroups report their strategies on newsprint or transparencies to the plenary session.

TIMEFRAME

Facilitator's Explanation	15 min.
Workgroup Exercises	60 min.
Plenary Reports	@ 15 min

MATERIALS

Flip charts or transparencies. Screen or posting stations. Markers. Composite Case 3.

RESOLVING CONFLICT WITHIN AN ORGANIZATION

COMPOSITE CASE #3

In 1975, a group of 200 Indian farmers in Tamil Nadu state formed a producers' cooperative. In total, they own 1,000 acres of land. Ten (10) farmers own an average of 20 acres, fifty (50) farmers own an average of 10 acres while the remaining 140 farmers own an average of 2.1 acres. The objectives of the coop were stated as: (1) to increase access to government programs for land development; (2) to increase access to market opportunities; and (3) to increase the earnings of the coop members. The members agreed that the coop would adhere strictly to cooperative principles. These specify that coop membership is based on ownership of shares in the coop, that voting is based on "one person - one vote" , that earnings of the coop will be distributed among members on the basis of amount of business done through the coop with the exception of a limited amount of earnings allocated to interest on shares, that there will be no discrimination based on religion, ethnicity, gender, or economic status. The 10 member board of directors is elected democratically at the annual general meeting. All members have the right to stand for election. The board elects it own chair. The board appoints or hires the manager who in turn hires two part-time staff.

In 1985, the Ministry of Agriculture implemented an agricultural productivity policy which consisted of production grants to farmers' cooperatives. In 1986, the Tamil Nadu coop applied for a grant of Rs.200,000 which it received. The government specified no criteria governing how the grant would be distributed among the farmers. The coop appointed a four- member committee which included the coop manager and the agricultural extension agent to take applications from the members. All but a few members applied. Approximately 200 grants were made to the members in equal amounts, that is, larger farmers, medium farmers and smaller farmers received the same amount.

In 1987, the coop applied again and received Rs.200,000. However, for this year, the committee under the influence of the extension agent and one of the larger farmers on the committee, decided that the size of each grant should be based on the amount of land held by the farmer member. This meant that each large farmer received Rs.4,000, each medium farmer received Rs.2000, and each small farmer received Rs.450. The smaller farmers protest but could not reverse the decision.

In 1988, Rs.200,000 was received by the coop again. Because their grant was so small, many smaller farmers did not bother to apply. This meant the larger and medium farmers received even larger grants.

As a result of this inequitable situation, many smaller farmers dropped out of the coop. Nevertheless, a smaller group of them decided to remain in the coop and to resolve the conflict of interest within the coop.

Which conflict resolution strategy would you recommend and how would you organize it.

CHAPTER VI

ASSESSING AND STRENGTHENING CAPACITIES OF IOs

Up to this point in the manual, the focus has been on forming and maintaining People's Organizations. In this chapter, the manual begins to focus on intermediary organizations and their capacities to work with people's organizations.

According to David Korten (1980), organizations must dynamically adjust their programs and structures to the evolving needs of their constituency if they are to remain effective. His "Best Fit " model calls for a complementarity fit among an organization's structures, its programs and the needs of it target constituency. Organizations which succeed in making this dynamic adjustment are designated as "learning organizations".

In order to achieve the status of a "learning organization", an intermediary organization must possess the management capacities of planning, organizing, controlling and leading.

This chapter will focus on the following methods of assessing the capacities of an IO and methods of strengthening particular management capacities of IOs:

1. Method of Assessing IO Structural and Program Capacities.
2. Method of Re-Structuring An IO's Program Planning Procedures.
3. Method of Improving an IO's Staff Coordination Procedures

Other methods of achieving management capacities within IOs will be added to this chapter. As well, the reader/learner can re-examine the controlling and leading functions treated under the Management of POs. They apply equally to management of

ASSESSING IO STRUCTURE AND FUNCTIONS

Rationale

If IOs are expected to enable disadvantaged groups of people to form and maintain sustainable people's organizations, it is only reasonable to expect that IOs possess the requisite capacities to achieve this complex task. The old latin nostrum is relevant here - " Nemo dabet quod non habet".The first step, then, is to assess the capacities of IOs which are engaged in this process. For this purpose an assessment method is required.

Objectives

To enable IO staff to assess the capacities of their own organization.
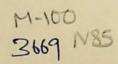To develop among trainees skills in methods of assessing IO capacities.

Methodological Guidelines

1.   Some member or group within the IO must take the initiative to have the IO authority approve an assessment procedure. A research committee should be appointed to head up the assessment.

2.   The research committee must decide on which will be the source of data for the assessment. Preferably, it should be the membership of the IO.

3.   The research committee can construct a structured data instrument which will be employed to collect information from the membership.

4.   The research committee can decide on the method of administering the instrument. It can be self administered by the IO members, or it can be administered to individuals by an interviewer or a group interview method can be used.

5.   Once the data are collected, the research committee can organize it for presentation to the IO. The report can be presented to the senior policy makers and / or to the general membership. See workgroup output below.

6.   The method for follow-up planning can be the focus of a subsequent task.

DATA INSTRUMENT ON IO STRUCTURE AND PROGRAMS

1. Does the constitution of the IO contain stated   commitments to the following development concepts:

   Focus on disadvantaged groups   Yes   No   D.K.(circle)
   Preferential option for women   Yes   No   D.K (circle)
   People's Participatory Planning   Yes   No   D.K (circle)
   Forming People's Organizations   Yes   No   D.K (circle)

2. Does the IO's programs actually focus on the following:

   Disadvantaged groups   Yes   No   D.K.(circle)
   Disadvantaged women   Yes   No   D.K (circle)
   People's Organizations   Yes   No   D.K.(circle)

3. How strong are the following capacities of the IO in working with disadvantaged groups and people's organizations:

   Participatory Program Planning   Very strong Strong Weak(circle)
   Organizing Program Implementation Very strong Strong Weak(circle)
   Participatory Program Evaluation   Very strong Strong Weak(circle)
   Staff Coordination and Planning   Very Strong Strong Weak(circle)

4. Within the IO, is there any separation of decision-making authority between policy makers and managers?

   Yes_____   No_____   Are there any problems with this arrangement?

   _____

   _____

5. How is decision-making authority distributed in the IO?

   _____ Centralized with the Executive
   _____Decentralized to organization levels/divisions.
   _____Distributed among the general membership

   Are there any problems with this arrangement?_____
   _____

6. How effective are the IO's communications, internally and externally?

   Internally_____

   Externally_____

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Data Instrument (Continued)

7. Does the Leadership of the IO turn over regularly or is it immobile?

   _____Regular turnover   _____Immobile   Problems?............

8. How effective is the IO in resolving internal and external conflict?

   Internal Conflict...

   External Conflict...

9. Does your IO use a transparent system of accounting for the use of organization resources?

   Yes.......   No......   D.K......   Any
   Problems.....................

   ....

10 Are job responsbilities of the IO staff clearly specified and staff efforts coordinated for program effectivenes?

   Yes....   No.....   Problems?.................................

   ....

11. What is the sustainability record of projects organized by your IO?

   _____100% sustainable;   _____50% sustainable _____25% sustainable

   _____None sustainable

Training Guidelines

1. The workgroup participants can be organized as workgroups.
2. Each workgroup will select an IO as a case problem. One or more of the participants should possess directly information on the case.
3. Each workgroup can develop a set of structural and program criteria for assessing the capacities of the case IO.
4. Each workgroup will specify the necessary research operations such as

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5.   Each workgroup can make a summary of problems identified and the provide
      and appropriate recommendation.

Workgroup Output (Selected)

Assessment of IO Structure and Programs		
Structural Features	Strength/Weakness	Recommendation
Authority structure	Overcentralized	Revise constitution
Transparency in Accounting	Infrequent and secret reports	External financial audit
Leadership mobility	No turnover of leaders	Reform election bye-laws
Practice of involving constituency in planning programs	Target constituency excluded from decision-making re. planning.	Re-structure program planning procedures with the IO
Separation of authority between policy makers and senior managers.	Policy making and management dominated by IO CEO	Re-define positions of policy makers and managers.
Sustainability of IO programs over 10 years	Only 25 % of the 10's programs have sustained themselves	Increase level of planning by the target constituency.
Program evaluation procedures	Failure to detect implementation problems	Training of IO staff in program monitoring
Staff Coordination	Staff roles unclearly defined and conflicting	Work planning session within the organization

Timeframe

Facilitator's explanation	30 min.
Workgroups exercises	90 min.
Plenary presentations	15 min @ workgroup

Materials

Newsprint or transparencies. markers, posting locations.

Task R

REFORMING IO STRUCTURES

Rationale

A basic assumption of this manual is that IOs must possess particular capacities if they are to be involved in developing complementary capacities of POs. The old latin saying is appropriate here -" Nemo dabet quod non habet". It is also assumed that organizations including IOs can initiate, plan and implement structural and functional changes from within.

Objectives

To increase among IOs skills in methods of reforming their own structures for effectiveness.

To increase among trainees skills in methods of enabling IOs to achieve structural reform.

Field Guidelines

1.   The first step in initiating reform within an organization is the legitimizing of the change initiative with the senior decision-making body of the organization.

    This can be achieved in the following manner:

    * A middle level management staff person takes note of the fact that many of the projects implemented by the IO have not survived. On the basis of this observation, s/he first conducts a preliminary appraisal of the situation. Secondly, s/he examines the files on each project. Thirdly, s/he interviews some IO staff who were involved in planning and implementing the projects. Finally, s/he interviews several key informants in the communities where the projects were implemented.

    * Let us assume that the preliminary information shows that less than 10 percent of the projects have survived over the 10 year period.

    * The IO change agent brings this information to the attention of senior

decision-makers informally at first. Then s/he writes and presents a report to the senior decision-making body and recommends that a more thorough study of the problem be conducted by an internal committee.

* Let us assume that the senior decision-makers agree that a research project should be carried out. It appoints a research committee for this purpose.

2.   The next major step is for the research committee to organize the research design and process. This can take the following form:

* The research committee can implement a rapid appraisal survey and through it identify the target beneficiaries of the projects in questions. The preliminary data should show the level of failure and some possible reasons for the failure.

* The research committee can then organize some of the project beneficiaries for analysis of the failed as well as successful projects. Analysis can focus on the causes of the failure and reasons for success. The study groups can be requested to help with the conduct of a more systematic investigation.

* The research committee can then construct a data collection instrument which will be administered to a sample of beneficiaries.

3.   The next step is to conduct the research and prepare a report on the findings. During the conduct of the research, the committee should inform institutions and influentials who may be interested in the welfare of the beneficiaries regarding the research project.

4.   The next step is for the research committee to present the report to the senior decision making body for consideration and action. However, before making the presentation, the committee should do the following:

* release information beforehand on the findings to sympathetic members of the decision-making body so that they will be prepared to respond positively.

* practice the method of presenting the findings to the decision-makers.

* prepare some proposed courses of action which the decision makers can consider.

5.   During the presentation to the decision-makers, the research committee should adhere to the following:

* the data on the non-sustainability of the projects should be presented first since this is what precipitated the research.

* the data on the causes of non-sustainability should be presented next followed by data on associated problems.

* the presenters should answer all question for which they have data. Where they have no data, they should acknowledge this.

* the presenters should not become involved in arguments with decision-makers who are obviously opposed to change.

* the research team should keep the focus of discussion on possible solutions for the problem

6. Let us assume that the senior decision-makers approve constructive action to resolve the problem of non-sustainability. The solution might be a training program for field staff in participatory planning methods.

Training Guidelines

1. Workshop participants can be organized in workgroups

2. Each workgroup can choose a known organization as a case study.

3. For each organization, workgroups can identify a structural problem which is interfering with the effective performance of the organization.

4. Each workgroup can develop a change strategy to solve the problem. The strategy should suggest a sequence of activities which can be planned and implemented by the IO staff.

Work Group Output

Work group output should specify the following dimensions of the change strategy:

1. The organization problem to be solved.

2. The change objective.

3. The sequence of activities required to solve the problem

4. The pros and cons of particular change activities, e.g., releasing information selectively to sympathetic decision makers before presentation of the official report.

Time Frame

Facilitator's explanation	20 mins.
Work group exercises	60 mins.
Plenary presentations	15 mins. @ workgroup

Materials

Newsprint, markers, posting locations, writing tables.

Task S

A TRAINING PROGRAM IN PARTICIPATORY METHODS

Rationale

When organization decision makers agree to implementing structural reform for greater effectiveness, the task now becomes one of developing a solution for the problem at hand. Hopefully, the decision-makers will give sufficient freedom to those responsible for selecting the solution and planning it. As well, we must acknowledge that the creation of skills at the operational levels of the organization will call for training of the staff operating at that level. The alternative to training would be learning by doing which would require a fair amount of hands on supervision of operation staff. For instance, the planning and implementing of projects would have to be supervised and monitored to ensure adherence to correct methodolog.

Objectives

To develop capabilities of IO project staff in methods of people's participatory planning and people's organization.

To increase among trainers skills in training staff in methods of PPP and POs.

Field Guidelines

1. The IO Board should establish a training unit with responsibility for organizing and implementing a training program for IO project staff. The Training Unit should include should include members of the senior and middle level management staff.

2. The training unit should obtain the services of an advisor or consultant on training methods related to the subject in question.

3. The training unit can conduct a preliminary appraisal of the training needs of the project staff. This can be achieved by reviewing the report of the Research Committee, by interviewing selected project staff, and by consulting with selected members of the target constituency.

4. For a more in-depth analysis, the training unit should organize project staff to obtain their insights with respect to problems encountered in mobilizing people for project participation. Discussions should focus on problems experienced in assisting disadvantaged groups to define relevant

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problems, to choose priority and manageable problems, to form objectives and expected outcomes, to design action plans and to implement monitoring and evaluation criteria.

5. When sufficient time has been allocated to general study, the participants should be asked to rank the problems encountered according to significance. The next step is to conduct an analysis of each of the more significant problems. This will involve identifying the negative forces (including lack of skills) which will prevent solution of the problem. These forces can ranked according to manageability. Presumable the first negative force to be overcome will be "lack of skills". It will also be useful to rank the positive forces which will facilitate solution of the problem in question. This method is called force field analysis. It appears in other parts of this manual.

6. On the basis of the manageable forces chosen for action, training objectives can be formulated. The training objectives should specify the skill or skills to be acquired, the level of achievement, the timeframe and the learners.

7. The training unit can the develop the training schedule. A schedule specifies timing, content training method and responsible agent. Actually, the schedule can extend over a 10 day period. It can detail the daily sessions with content and method.

8. When the workshop plan or schedule is completed, provisions for implementation must be attended to. This will involve:
   * hiring or acquiring training expertise.
   * arranging for training facilities.
   * recruitment and selection of trainees
   * provision for budget.

9. It will be useful for the training unit to do a feasibility assessment of its overall training plan. This will involve addressing to the plan questions regarding the adequacy of :
   * available training expertise.
   * time allotted.

* available finances
* predisposition of candidates.
* other necessary resources.

10. The training unit should also establish a monitoring system. This can involve the appointment of one or more persons not engaged in the training to a monitoring unit. Basically, the monitoring unit must observe two features of the training program as it is being implemented. First, are the planned activities of the training schedule being implemented as planned. Secondly, are the outcomes expected from each activity being realized. If deficiencies appear either in implementation or outcome , the monitoring unit must report to the training unit or to the designated authority for follow-up action

11. Upon completion of the training, the training unit should conduct a terminal evaluation of training outcomes. Outcomes can be determined in relation to baselines established at the beginning of the course. For instance, if the training team determines at the pre-training phases that participants possess no knowledge of the techniques used in conducting a raped appraisal , this can be considered as a baseline measure of the skill in question. If at the post training phase. participants indicate knowledge of these skills. it can be concluded that they acquired these skills during the training sessions. This constitutes terminal evaluation in it most simple form.

Training Guidelines

In the case of training trainers of IO project workers, the trainers will have to practice the procedures necessary to plan and conduct training courses. Guidelines for this purpose will probably parallel the field guidelines to some extent. Nevertheless, it will b useful to review some of the relevant methods. These will include:

a) organizing participants in workgroups for practice purposes.

b) selecting trainee candidates from the constituency.

c) formulating training objectives.

d) designing training schedule.

e) organizing implementation of the plan.

f) designing monitoring and evaluation methods.

Workgroup Output (selected)

TRAINING SCHEDULE			
Day 1. Methods of Assessing Constituency Training Needs			
Sessions	**Content**	**Method**	**Resources**
9:00 - 10:30	Construct Appraisal Method.	Workgroup Exercise and Plenary Report	Workshop Facilitator
11:00 - 12:30	Design Survey Action Plan	Workgroup Exercise	Facilitator
2:30 - 4:00	Design Method of Data Collection	Plenary Group led by Facilitator	Flip Chart & Facilitator
4:30 - 6:00	Identify Selection Criteria	Workgroup Exercises	Statistical Advisor
7:30 - 9:00	Workshop Monitoring	Daily Management Team	Flip chart and markers

Time frame

Facilitator Input   15 min.

Workgroup Exercises   60 min.

Plenary Session   15 min. @ workgroup

Resources

Newsprint, markers, manual, and stand.

Task T

STAFF COORDINATION WITHIN AN IO

Rationale

One of the four management functions required within an organization is the coordination of staff effort. The effective implementation of a program plann depends on effective performance of staff. Effective staff performance depends on clear specification of responsbilities for individuals and groups within the organization. This in turn requires work planning for individuals and groups or committees. Work planning within the organization enables an organization to prioritize its functions. When accomplished on a collegial basis, it results in mutual awareness and coordination of staff functions.

Objectives

To enable an IO to achieve coordination of staff performance for organizational effectiveness.

To develop among trainees skills in methods of enabling organizations to achieve coordination of staff for IO effectiveness.

Management Guidelines

Work planning and specification can become highly technical and detailed. Too many details, however, can lead to lack of focus and difficultieis of prioritization. For the purposes of this manual, we will try to keep the work planning guidelines simple and practicaal.

1. As the first step in work planning, it is necessary to clearly identify the programs which the organizatiuon is implementing or intends to implement.

2. Once programs are identified, it will be necessary to consider each one in terms of its essential elements . These can include the following:

   * constituent parts or performance areas.

   * activities necessary to implement the performance areas. Activities should be described in terms of the action to be carried out, the sequence

of the activities, the person(s) responsible, the expected outcome, the timeframe, and target group participation in the activity if this is relevant.

3.   A program may be simple or complex. If it is complex, it will include several constituent parts or performance areas. For instance, a literacy program may include several performance areas: (1) training of the literacy instructors; (2) the instructional program; and (3) a follow-up library reading program. Similarly, a micro-enterprise development program may include the following parts: (1) training of potential entrepreneurs in micro-enterprise analysis; (2) organization of the entrepreneurs for project planning and implementation; and (3) program support for existing enterprises. Finally, a people's organization program might involve the following performance areas: (1) mobilizing disadvantaged peoples for social analysis and selection of manageable problems; (2) forming people's organization; and (3) strengthening the managment capacities of new organizations.

4.   As noted previously, performance areas can be specified in terms of the activities to be carried out. These can be arranged in chronological sequence. For instance, the training of literacy instructors can include recruitment and selection, planning the curriculum, arranging necessary resources and actual instruction. The organization of micro-enterpreneurs may involve selection of entrepreneurs, organization of the enterprise, obtaining input resources, and organizing the market function. It will not be useful to over-specify the number of activities.

5.   For each activity , it will be necessary to identify the persons or groups who will be responsible for implementing the activity. These are referred to as agents. Some persons and groups can be responsible for several activities.

6.   Once the responsible agents are selected, a timeframe should be set for implementing each activity. The timeframe may be a specific date or a timespan.

7.   The description of each activity should include some specification of the expected outcome. Without becoming too technical, it will be sufficient to identify observable indicators of the expected activity outcome. For the

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literacy instructor training activity, it will be sufficient to identify the number of trainees produced.

8. One final consideration in the organization of an activity is the level of target group participation in the activity. The agent responsible for the activity must ensure the desireable level of target group participation.

9. This type of action plan analysis of an organization's programs can contribute to the development of workplans for individuals, committees and the organization as a whole. Because some staff will be involved in several programs, their workplans should reflect this greater responsbility. Again, it should be emphasized that too many details should be avoided. It is even possible that the present guidelines will result in over-specification.

10. To achieve a coordinated workplan for the organization as a whole, it will be necessary for staff to develop workplans on a collegial basis for a given period of time, e.g., six months. This sharing will provide the occasion for identifying gaps and overlaps in staff workplans.

Training Guidelines for Work Planning Skills

1. For the purposes of practising work planning skills, the workshop participants can be organized in workgroups.

2. Each workgroup can choose a case-study organization for practice purposes.

3. The workgroups can identify the programs of the organization, specify the performance areas, and identify the necessary activities.

4. The identified activities can then be described in terms of responsbile persons, timeframe, outcome expected, etc.

5. From this review, each persons or group (committee) can derive its own workplan. Integrated work planning can be achieved through sharing of work plan information

Workgroup Output (See next page)

Timeframe

Facilitator's explanation   20 min.
Workgroup exercises   60 min.
Plenary reports   15 min. @ workgroup

Materials

Tables, newsprint, markers, etc.

Workgroup Output (Illustration)

Work Plan of Micro-Enterprise Promoter, E. Mamba Jan 1 - May 31, 1995 (100 work days)			
MICRO-ENTERPRISE DEVELOPMENT PROGRAM			
Performance Areas	Activities	Timeframe	Outcomes
Training Courses (3)	Recruitment Selection Curriculum design Instruction	30 days	60 instructors
Forming the Enterprise	Study alternatives Draft regulations Arrange capital Study market	40 days	Three enterprises
Advising Existing Enterprises	Consultations (5) Travel	20 days	Consultation reports
Policy and planning meetings	One per month	4 days	Minutes
Micro-enterprise conference	Presentation Discussion groups Chair one session	6 days	Conference proceedings

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