
Organizational Management

Society for Sustainable
Development

Participants Manual

Session 1.1 – Introduction

Aim

To introduce the participants to each other and to the course programme

Outcome of this session

By the end of this session participants will have:

- Been welcomed and introduced
- Discussed their expectations
- Reviewed the training objectives and the programme
- Self assessed their pre training competence in relevant areas
- Discussed norms and logistics for the training

Key points

1. Participants know each other by name
2. Participants expectations are discussed in relation to objectives of the training
3. Participants pre training competence in relevant areas is assessed
4. Ground rules are established and tasks assigned

Materials and handouts

- 1.1.1 Programme objectives
- 1.1.2 Programme of the training
- 1.1.3 Self assessment form

Handout 1.1.1 – Programme Objectives

Organisational management

Goal

To increase the capacity and skills of managers of NGOs to manage their organisations.

Objectives

At the end of the training the participants are able to:

1. Explain the concept of organisation and the different components that make up an organisation
2. Explain and apply the principles and functions of management and specify the role and responsibilities of managers
3. Use strategies to conduct meetings effectively and manage time
4. Explain the elements of human resources management and apply strategies to improve the functioning of these elements
5. Understand the concepts of basic financial management to work more effectively with financial managers in the organisation

Handout 1.1.2 – Programme of the training

Programme

DAY 1

TIME	TOPIC/activity	METHODOLOGY
08:00	Registration	
09:00	Session 1.1 Introduction Welcome Introduction of participants Expectations Objectives Programme overview Ground rules Practical information/administration	Plenary
10.30	Fill in questionnaire on management	
11.00	BREAK	
11.20	Session 1.2 The concept of organisation	Facilitated discussion
13.00	LUNCH BREAK	
14:00	Session 1.3 Organisational management	Facilitated discussion and group work
15:30	BREAK	
15:50	Organisational management continued	
17:00	End of session	

DAY 2

TIME	TOPIC/activity	METHODOLOGY
09:00	Recap of previous day Overview of today's programme	Plenary by rapporteurs Facilitator
09.10	Session 2.1 Time management	Facilitated discussion and group work
10:30	BREAK	
10.50	Time management continued	
13:00	LUNCH BREAK	
14.00	Session 2.2 Problem solving	Group work
15:30	BREAK	
15:50	Session 2.3 Planning	Facilitated discussion and group work
17:00	End of session	

DAY 3

TIME	TOPIC/activity	METHODOLOGY
09.00	Recap of previous day Overview of today's programme	Plenary by reporters Facilitator
09:15	Session 3.1 Human resource management Introduction Elements of HRM HR planning	Facilitated discussion and group work
10:30	BREAK	
	Human resource management continued Writing job description Job interview role play Recruitment and assessment methods	Facilitated discussion and group work Role play

	Human resource development	
13.00	LUNCH BREAK	
14:00	Human resource management continued Performance management Motivation	Facilitated discussion and group work Role play
15.30	BREAK	
15.50	Human resource management continued Compensation Separation management	Facilitated discussion
17:00	End of session	

DAY 4

TIME	TOPIC/activity	METHODOLOGY
09:00	Recap of previous day Overview of today's programme	Plenary
08.45	Session 4.1 Financial management Introduction Elements Basic definitions	Facilitated discussion and group work
11.00	BREAK	
11.20	Financial management Procurement	Facilitated discussion and group work
13.00	LUNCH BREAK	
14.00	Financial management Budgeting	Facilitated discussion and group work
15.30	BREAK	
15.50	Financial management Financial controls	Facilitated discussion
17:00	End of session	

DAY 5

09:00	Recap of previous day Overview of today's programme	Plenary
09.15	Session 5.1 Meeting skills, agenda preparation, minute taking	Facilitated discussion and group work Role play
11.00	BREAK	
11.20	Time for unfinished sessions	
13.00	LUNCH BREAK	
14:00	Session 5.2 Wrap up	Plenary
15.00	Session 5.3 Evaluation	Individual: self-administered evaluation form Plenary: reflect on expectations, objectives
16:00	Closure	Plenary

Handout 1.1.3 – Self assessment form

Name: _____

Please indicate your self-assessed standing by marking the respective cell as you rate yourself against the given objectives of this training programme. This rating represents your current standing i.e. where you rate yourself '**Before the Course**'. At the end of the training workshop, you will again rate yourself against these objectives and that will represent your standing '**After the Course**'. (1=Low, 5=High)

Kindly rate your ability to:

A. Understand the concept of organisation and NGOs

1. Define the term 'Organisation'

1	2	3	4	5
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2. List the components that make up an organisation

1	2	3	4	5
---	---	---	---	---

3. Describe Mackinzy's 7S Model

1	2	3	4	5
---	---	---	---	---

4. Explain how NGOs are different from other organisations in public and private sectors

1	2	3	4	5
---	---	---	---	---

5. Identify major challenges being faced by NGOs in Pakistan

1	2	3	4	5
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B. Management roles and responsibilities

6. Define the term 'manager' and state how managers fit into the structure of organisations.

1	2	3	4	5
---	---	---	---	---

7. List the elements of the management process and state their importance.

1	2	3	4	5
---	---	---	---	---

8. List the steps involved in developing an organisation's strategic plan

1	2	3	4	5
---	---	---	---	---

9. List the elements that make up the decision making and problem solving processes.

1	2	3	4	5
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C. Conducting meetings effectively and managing time

10. Identify guidelines for managing meetings effectively.

1	2	3	4	5
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11. Develop a meeting agenda.

1	2	3	4	5
---	---	---	---	---

12. Describe the importance of taking minutes and prepare minutes of a meeting.

1	2	3	4	5
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13. Prioritise tasks with respect to their importance and urgency for effective time management.

1	2	3	4	5
---	---	---	---	---

14. List practical tips and tools for managing time effectively.

1	2	3	4	5
---	---	---	---	---

15. Identify interruptions that result in wasting time.

1	2	3	4	5
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D. Managing human resources

16. List the elements of human resource management.

1	2	3	4	5
---	---	---	---	---

17. Describe the recruitment and selection process, Do's and Don't's of selection interviews and identify effective employee induction practices.

1	2	3	4	5
---	---	---	---	---

18. Relate the role of training and development to effective human resource development.

1	2	3	4	5
---	---	---	---	---

19. List tips for conducting effective employee performance appraisals.

1	2	3	4	5
---	---	---	---	---

20. Distinguish between financial and non-financial employee compensation.

1	2	3	4	5
---	---	---	---	---

21. Relate employee motivation to employee productivity.

1	2	3	4	5
---	---	---	---	---

22. Describe the importance of exit interviews.

1	2	3	4	5
---	---	---	---	---

E. Basic financial management

23. Describe the four areas of financial management (planning, control systems, monitoring and reporting, accounting records).

1	2	3	4	5
---	---	---	---	---

24. Identify the stages of the budgeting process and develop a budget.

1	2	3	4	5
---	---	---	---	---

25. Recognise the behavioural aspects of the budgeting process.

1	2	3	4	5
---	---	---	---	---

26. Analyse a budget and actual statement to identify variances.

1	2	3	4	5
---	---	---	---	---

Name:_____

Educational Qualification: _____ **Age:**

Designation:_____

Unit/Organisation:_____

Session 1.2 – Concept of organisation

Aim

To develop a common understanding on what an organisation is

Outcome of this session

By the end of this session participants will be able to:

- Define the term 'Organisation'
- List the components that make up an organisation
- Describe Mackinzy's 7S Model
- Explain how NGOs are different from other organisations in public and private sectors
- Identify major challenges being faced by NGOs in Pakistan

Key points

1. An activity with a short time span is not an organisation
2. Components of an organisation include: people, purpose, strategy, structure, time frame, resources and systems
3. NGOs fill the gap in service provision for people that are not reached by either government or private sector
4. NGOs have many comparative advantages over corporate and public sector organisations but they also face unique management challenges like weak communications with masses, impact invisibility, image and credibility.

Materials and handouts

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Session 1.3 – Organisational management

Aim

To identify and discuss the principles and functions of management and the roles of managers

Outcome of this session

By the end of this session participants will be able to:

- Define and work with the concept of management and manager's role in organisations
- List the five major functions of management
- Identify important resources at manager's disposal

Key points

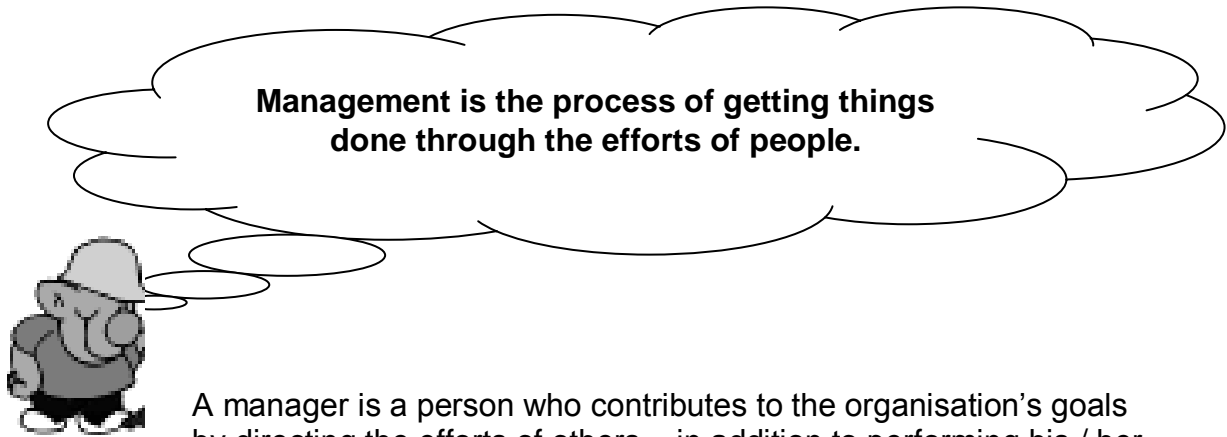
1. Management is the process of planning, organising, leading and controlling, performed to accomplish the goals of an organisation by using human and other resources
2. In all managerial jobs, at all levels, the ability to interact effectively with people and to build teamwork is of key importance

Materials and handouts

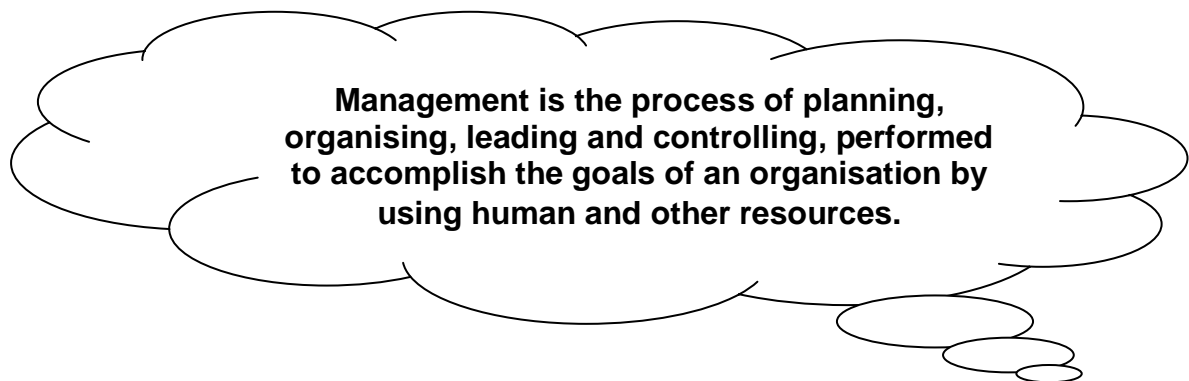
1.3.1 Handout and worksheet on organisational management

Handout 1.3.1 – Organisational management

1. What is management?



A manager is a person who contributes to the organisation's goals by directing the efforts of others – in addition to performing his / her own tasks.



A manager is a catalyst that makes things happen.

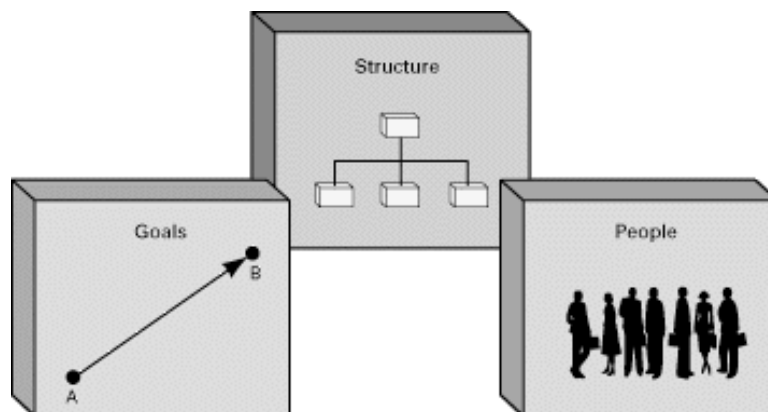


"A manager is an organisational member who works with and through other people by coordinating their work activities in order to accomplish organisational goals. However, keep in mind that managers may have other work duties not related to integrating the work of others."

2. The Manager and Organisations

Managers work in organisations, which are defined as systematic arrangements of people brought together to accomplish a specific purpose. By this definition virtually any institution you can think of is an organisation:

auto manufacturers, universities, hospitals – and even general stores (shops). The figure below summarises the common characteristics of organisations.



As you can see, every organisation has a purpose or set of goals pursued by people who are grouped in some fashion.

For example, you might belong to an organisation, the purpose of which is to grow and sell oranges. Since this goal cannot realise itself, you gather people to perform tasks ranging from tending the orange trees to locating buyers for your crop. And since these people need direction to achieve their primary goal, you need to group them in such a way that they will work together rather than at cross-purposes.

3. Managerial Levels

Managers can be classified by their level in the organisation, particularly for traditionally structured organisations (those shaped like a pyramid).



As you group people, they will fall into two basic categories: operatives and managers.

Operatives are people who work directly on a job or task and have no responsibility for overseeing the work of others.

Managers are usually sub-grouped into three types:

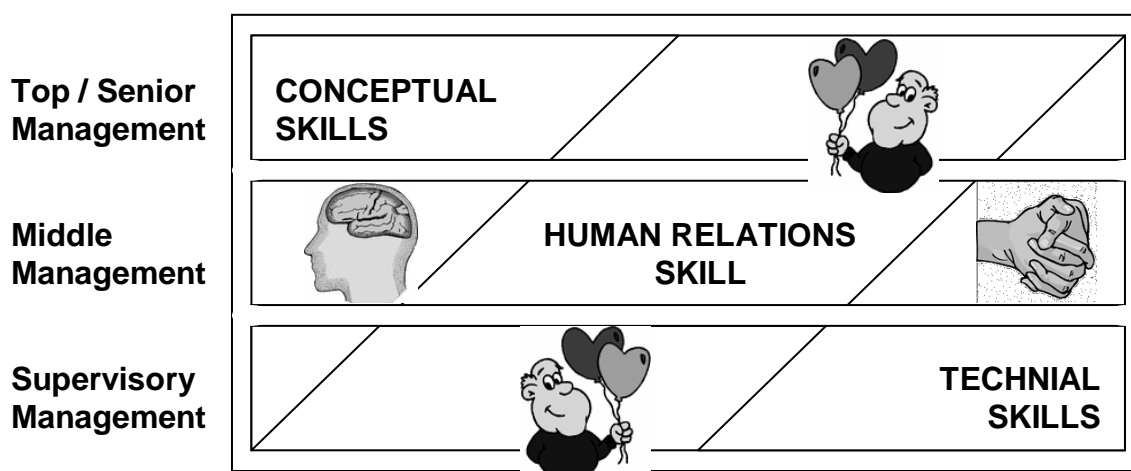
Supervisors, the common term used for the **first-line manager**, are responsible for the day-to-day activities of operatives.

By contrast, **middle managers** occupy the level between supervisors and top management. These managers typically direct other managers, translating the goals set by top management into tasks supervisors can then assign to operatives.

At or near the top of the organisational hierarchy are top managers, who direct the organisation as a whole, establishing policies that affect every employee.

4. Managerial Skills

The differentiation of levels is also generally made in the context of skills that are required to perform the managerial functions at different levels. The figure below illustrates how these skills are important at each managerial level:



Conceptual skills (the Head) are required more at top management level. These skills refer to the ability of a manager to take a broad and farsighted view of the organisation and its future. The conceptual skills therefore denote a manager's ability to comprehend abstract or general ideas and apply them to specific situations.

Technical skills (the Hand) are related to the ability to use specific knowledge, methods or techniques in performing work. They refer to a person's knowledge and proficiency in any type of process and technique. As one moves to higher levels of management within the organisation, the importance of technical skills usually diminishes because managers at those levels have less direct contact with day to day problems and activities.

Human relations skills (the Heart) make up the third type of skills required in all managerial jobs. These are the 'ability to understand, motivate and get along with other people'. It is the ability to interact effectively with people and be able to build team work at all levels.

5. Management Functions

One way to understand management is to look at the functions that managers have to perform. There are basically five primary functions of management which include the following:

1. Planning
2. Organising
3. Staffing
4. Directing
5. Controlling

Planning

Planning has to do with means and ends. Through the act of planning, organisations define their goals (their ends), formulate strategies for achieving them (their means), and develop hierarchies of plans to help them coordinate their activities.

Planning is future oriented and determines the direction in which the organisation is to move. It involves the predicting of the future, as well as attempting to control events. It involves the ability to foresee the effects of current actions with regard to the future.

Write down a future-oriented statement that shows your intent to achieve a specific objective related to your work or personal life:

I plan to ... _____

Organising

Organising requires a formal structure of authority and direction, as well as the flow of such authority. It defines the various sub divisions of work, their arrangement and coordination. This is done so that each part relates to the other part in a united and coherent manner in an attempt to attain predetermined objectives.

Thus the function of organising involves the following:

1. Identifying the tasks that must be performed and grouping them meaningfully.
2. Assigning these tasks to the personnel while defining their authority and responsibility
3. Delegating this authority to these employees to carry out the tasks.
4. Establishing relationship between authority and responsibility.
5. Coordinating these activities.

Staffing

Staffing is the function of hiring and retaining a suitable workforce for the organisation both at managerial and non-managerial levels. It involves the processes of recruiting, training, developing, evaluating and compensating employees and maintaining this workforce with proper incentives and motivations.

Since the human element is the most vital factor in the process of management, it is important to recruit the right personnel. This function is even more critically important since people differ in their intelligence, knowledge, skills, experience, physical condition, age and attitudes and this complicates the function.

Directing

The directing function is concerned with leadership, communication, motivation and supervision. It is important to see that the employees perform their activities in the most efficient manner possible, in order to achieve the desired goals.

Controlling

Control is the process through which managers monitor activities, ensuring that employees are accomplishing them, and correct any significant deviations. To do so effectively, managers must evaluate what their employees have done and compare that performance with some standard. *Look at the examples of professions that involve directing and controlling the work of others. What other examples, in the context of managing and implementing HIV/AIDS combating programmes, can you think of?*

Traffic Police



Football Referee



6. Manager's Resources

A manager has six important resources at his/her disposal in order to perform the management functions:

People

A manager has the workforce, or the employees, skilled and unskilled, assigned to him / her in his department or section.



Machinery

The machinery, buildings, tools and equipment that are needed by the workforce to complete the work are available for use by the manager.



Materials

These are materials that go into the product or service and are consumed while making it, for example, building materials for constructing shelters.



Information, Methods and Technology

There are various sources from which these are obtained, some of which may be written in manuals. Examples are policies and procedures set out by the organisation.



Capital

Money is the capital needed to purchase machinery, equipment and materials needed to do the work, as well as to pay the salaries of the employees. Although managers will hardly ever be dealing with cash, their actions and decisions have financial implications.

End-users or customers

Not all managers will have direct contact with the end-users of the product and/or service being provided. Nevertheless, it is the managers who make the process of management meaningful to the end-users.

7. Organisational governance for NGOs

Organisations are governed by a Board.

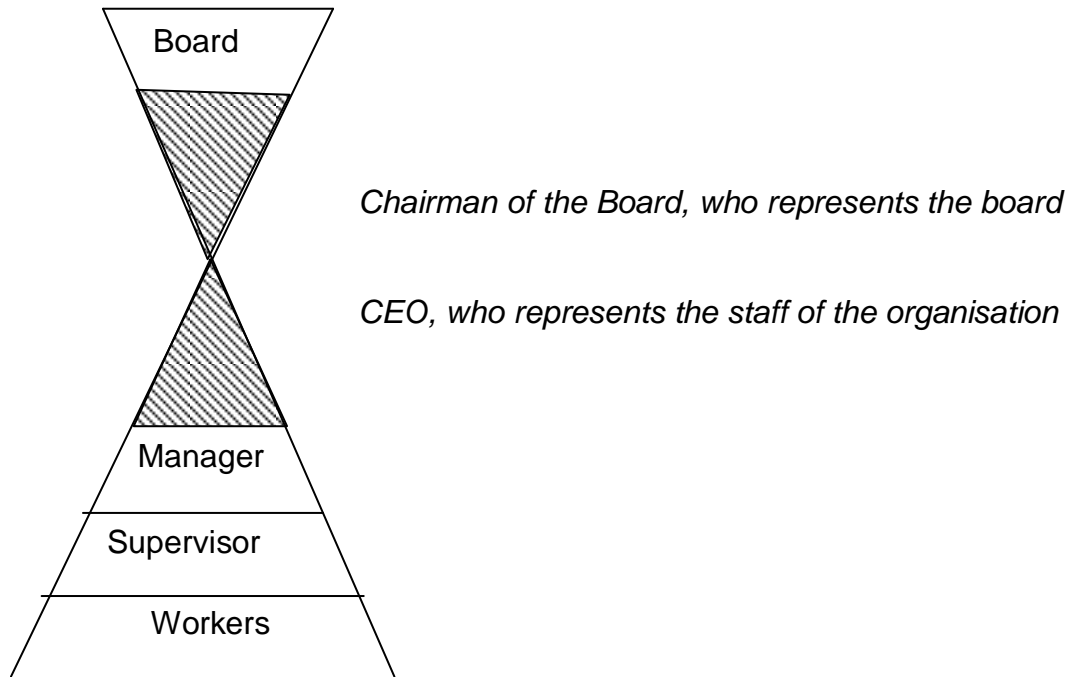
What does Governance mean? Governance means having ultimate responsibility for the Organisation.

- The Board governs the life of the organisation
- The Board is always accountable to the public trust
- The Board ensures that the organisation operates within federal, state and local laws
- The Board has a moral responsibility for safeguarding the mission and resources
- The Board members have collective power and not individual power
- The Board members do not receive a salary

Key responsibilities

- Determine the organisation's mission and purpose
- Select and recruit the Chief Executive
- Support the Chief executive and review his or her performance
- Ensure adequate resources
- Ensure that resources are managed effectively

- Share the responsibility of monitoring and strengthening the organisation's programmes with CEO
- Enhance the organisation's public standing
- Ensure legal and ethical integrity and maintain accountability
- Recruit and orient new Board Members and assess Board performance.



The relationship between the chairman of the Board and the CEO is of utmost importance. The leadership in NGOs is shared here. If this relationship is not good, often direct relationship (and politics) between individual board members and staff is the result and this affects organisational management in a negative manner.

Session 2.1 – Time management

Aim

To increase understanding about the importance of time management

Outcome of this session

By the end of this session participants will be able to:

- Understand significance of time management
- Identify value of their own time individually
- Reflect and practice on how they manage time
- Learn tools and tips to become more effective time managers

Key points

1. Time cannot be bought, stored or stopped. Every second that passes is gone forever and can never be recovered or re-used. In this respect it should be seen as the most valuable of all resources and the only way to maximize its potential is to manage it well.
2. We cannot manage time. We can only manage ourselves more effectively with respect to time to become better time managers.
3. Taking stock of how we use our time – how we spend a typical day- is the most important first step in the journey of effective time management

Materials and handouts

2.1.1 Handout and worksheets on time management

Handout 2.1.1 – Time management

1. Understanding time management



Time cannot be bought, stored or stopped. Every second that passes is gone forever and can never be recovered or re-used. In this respect it should be seen as the most valuable of all resources and the only way to maximize its potential is to manage it well.

Working effectively is all about getting things done, but it is also planning for the future. It is very easy to fall into the trap of spending your

days involved in many activities but achieving very little because you're not concentrating on the right things.

Effective time management involves learning to focus on the right things and letting go of some of the routine and less important tasks.

Vital Few Versus Trivial Many

In 1897 an Italian economist Vilfredo Pareto made an observation; 80% of the world's wealth was concentrated in 20% of the world's population, making for a predictable imbalance. From this have followed other deductions. 80% of the results flow from 20% of the causes, making for a non-linear Universe. 80% of the profits flow from 20% of the customers. 80% of the questions come from 20% of the students. 20% of the software is used 80% of the time. 20% of the carpet gets 80% of the wear and tear, leading to the leasing of carpet tiles by Interface Corporation of Georgia. 80% of the profits in an Industry are made by 20% of the organisations within it. 80% of the world's energy goes towards satisfying 20% of the consumers. We need to ask ourselves whether we are part of that 20%? The lesson that follows is that not everything is equally important, and that the distinction has to be made between the vital few and the trivial many. On a more personal level, 80% of our achievements come from 20% of our input; 80% of the happiness is experienced in 20% of our life and 80% of our life is affected by 20% of our decisions.

In line with the 'vital few and trivial many', concentrate on the prime 20% that facilitates the 80%, whether they are projects, programmes, beneficiaries, partners, causes or bottlenecks. We cannot manage time. We can only manage ourselves with respect to time. Time management hence is self-management. We can do anything, but we can't do everything. Time management is basically priority management. Before we can use the clock we must first learn to use the compass. Is our direction right? It is no use to climb a ladder, to get to the top and then wonder whether it was worth it. This equates to time and effort wasted.

2. Misconceptions about time management

Managing time does not mean always being busy! Here are some common misconceptions about time management:

Efficiency and effectiveness are the same. Being efficient means doing things quickly and properly, but efficiency in itself is not good time management. To get results, you have to be effective, which means knowing what your priorities are and doing the right things at the right time to achieve your objectives. Efficiency is doing things right, effectiveness is doing the right things. Efficacy is doing the right things right.

To do a job properly, do it yourself. The ability and willingness to delegate is central to good management. If you spend your time doing tasks that are not central to your objectives, you cannot focus on the things that will make a difference to your results.

There's only one right way to do a job. It is always worth spending some time thinking about how a particularly time-consuming task could be done more efficiently. Don't allow yourself to get into a routine. Ask yourself questions like: what is the required outcome of doing this task?

Time management is a waste of time. A good time manager spends some time each day thinking and planning. These activities are vital to long term success. Good time management techniques help you remove crises management and last minute panic from your working day and allow more time for creativity.

Exercise 1: Self Assessment in Time Management

	Always	Usually	Rarely	Never
Are you on time for work and meetings?				
Do you complete your work on time?				
Can you find every thing you need quickly at your workplace?				
Do you leave office on time?				
Do you find enough time for your family and other interest?				
Do you feel in control of your life?				

Exercise 2: Interferences with our work

Who gets up in the morning thinking that he or she would do a bad job today?

We all start our day with enthusiasm and commitment to do the best. In the morning we are hopeful to meet deadlines, enjoy working with our team, finish the work on time, help and support peers and subordinates and so on.

Activity log:

AM	DAY 1:	DAY 2:
12 – 2		
2 – 4		
4 – 6		
6 – 8		
8 – 10		
10 – 12		

AM	DAY 1:	DAY 2:
12 – 2		
2 – 4		
4 – 6		
6 – 8		
8 – 10		
10 – 12		

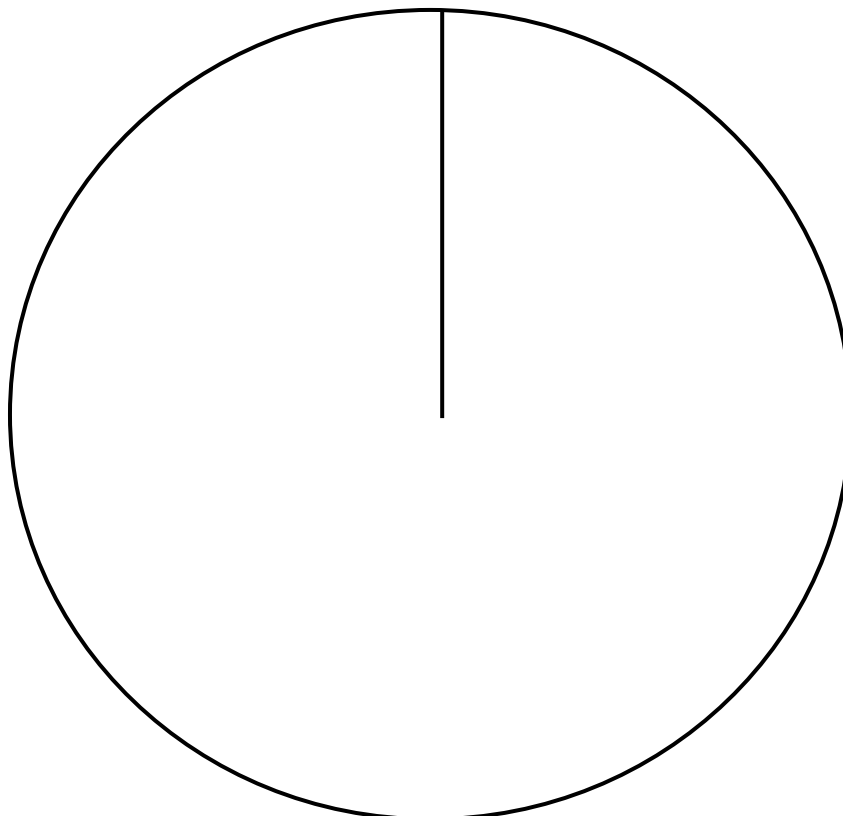
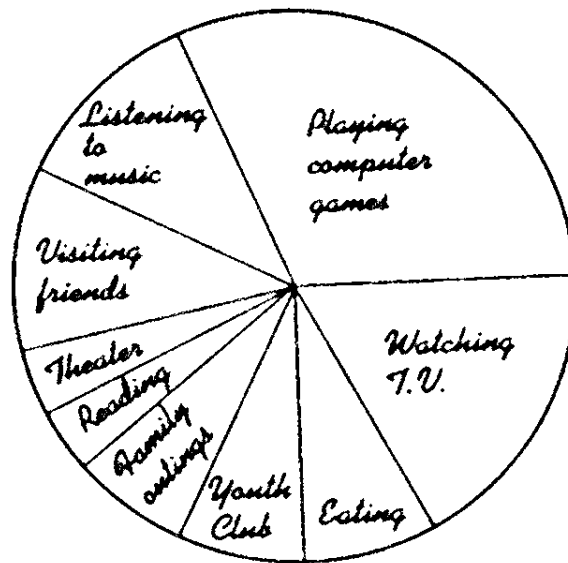
Now that you've filled in your Activity Log, use the chart given on the next page to list the activities described in your Log. Some examples are: sleeping, eating, caring for children, watching television, shopping, cooking, domestic tasks, driving / walking, being at work, etc. Also, calculate the time you spent on them during the two days.

You should also break down how you spend your time at work by using subheadings for your different work activities, for example, talking on the telephone, attending meetings, photocopying, travelling, visiting, etc.

Activity	Number of hours spent
Eating	
Child care	
Sleeping	
Travelling	
Shopping	
Domestic work / house work	
Cooking	
Working	
–	
–	
–	
–	
–	
–	

Once you have calculated the number of hours you spent on each activity during the three days, make a pie chart that shows the relative time spent on each activity.

An example is illustrated below to help you make your pie chart. See this example, and then make your own pie chart using the number of hours you have written.



3. Prioritising work

3.1 Exercise 4: Prioritising work

Time is limited, but the possible demands on it are infinite. If you are to use your time wisely, you must choose how to allocate your time. In other words, you will have to identify priorities.

Many people find that they spend a large proportion of their time dealing with tasks that are urgent but not particularly important to their work. It is very easy to confuse urgency with importance when you are trying to identify your priorities.

You are the Provincial Coordinator of your province's Aids Consortium. You arrived at your office this morning and found the following office mail on your desk:

1. A memo from the Coordinator of the National Aids Consortium at the main office updating you on recent events. The memo mentions that a high level delegation from UNAIDS is expected to visit your office after three weeks for whom travel and accommodation arrangements would be required.
2. A message slip that says "Mr. Aqeel Farabi telephoned for you yesterday evening after you left the office for home. Please call him on his cell phone 0345 123456." You do not know anyone by this name and cannot remember who it might be.
3. A fax from the Interact Worldwide Pakistan office in Islamabad requesting that you arrange for car transport for some officers of Interact Worldwide who will be arriving today afternoon. The car is required to take them around to meet social mobilisers working in the field of HIV/AIDS in your city.
4. You check your e-mails to find that there is an email from a work colleague of yours marked 'urgent' and asking you to provide a list of all members of your Provincial Aids Consortium. Your colleague wants this information so that he can put it in his quarterly report to one of his managers.

Apart from these mails, you remember that today is the last day for submitting the travel details to the National Aids Consortium of two trainers who are arriving soon so that travel and accommodation arrangements can be made for them. You have all details available but they need to be typed out on to one page.

The departmental secretary walks in to remind you that you are scheduled to meet with your boss in another fifteen minutes to discuss the rising administration costs of the Provincial office. You cannot seem to remember where you put the administration costs file which you need for this meeting. The meeting is expected to last about one hour.

You are also thinking about typing a covering memo to attach with the quarterly report of activities and sending it to the Coordinator of the National Aids Consortium at the main office in Islamabad. The report is nearly complete and it will take about three hours of your time today to complete it and send it off.

As you start looking for the expenses file to take to the meeting, you notice copies of some interesting article on HIV/AIDS programme management skills that you have been keeping on your desk to share with your colleagues at work. You also find that other papers some of which you need and others that you do not are also lying on your desk.

You think that you might have to stay late in the office today but then remember that your wife had asked you to be home on time as your family has been invited to a close family member's house for dinner.

Question: How would you manage your time today?

3.2 The time management matrix

The Time Management Matrix divides up into four quadrants work that is Urgent and important (Q1), important but not urgent (Q2), urgent but not important (Q3), and not urgent and not important (Q4). "I'll do it some day" is an oft-heard refrain. Well, some day is not one of the days of the week like Monday and Tuesday! We must focus on doing things that we can do something about. Explain the matrix.

	URGENT	NON-URGENT
IMPORTANT	Do it NOW!	Schedule it for later
UNIMPORTANT	Delegate or Do it Later	Why Worry?

3.3 The to-do list

A 'To Do List' is a list of all the tasks that you need to carry out. It consolidates all the jobs that you have to do into one place.

To Do Lists are essential when you need to carry out a number of different tasks or different sorts of task, or when you have made a number of commitments. If you find that you are often caught out because you have forgotten to do something, then you need to keep a To Do List.

Often problems may seem overwhelming or you may have a seemingly huge number of demands on your time. This may leave you feeling out of control, and overburdened with work. Whilst To Do Lists are very simple, they are extremely powerful, both as a method of organising yourself and as a way of reducing stress.

A To Do List is going to dictate the way you spend your time. Review each item on it for the following:

Necessity. Review each task to be sure it is necessary. All too often we continue to do things past usefulness (e.g. routine tasks that are no longer required). Ask yourself: is it really necessary to do this task?

Appropriateness. Check for appropriateness to department and/or skill level. Reassignment of work beneath your skill level helps you and your organisation. (e.g. a typing or a filing job that can be done by a secretary). Ask yourself: who should perform the task?

Effectiveness. Ask yourself: is this a task you should be doing now, positioned against your priorities and goals?

Efficiency. Once satisfied that you are doing *necessary, appropriate* and *effective* work, ask yourself: is there a better way to do this task? Look for faster methods, better procedures.

3.4 Keeping track of information

One excellent way of keeping track of information is to divide them into different sections and using files or boxes to keep each section separate. You could try the six categories given below to categorise your tasks and papers.

File	Work that has been finished, but that needs to be kept for reference.
Do now	Letters, bills, etc. that need action today.
Do soon	Jobs that must be done soon but not necessarily immediately.
Read	Papers, reports and documents.
Pass on	Information that needs to go to another person with some comment or advice.

Awaiting
information

Tasks that need further information before anything can be done.

No idea

Papers that are on your desk and you do not know What to do with them: **THROW AWAY**

3.5 Delaying jobs

Putting off jobs we dislike doing is a common fault. Unfortunately, most jobs that are put off don't go away – they remain waiting to be done, and they tend to stay at the back of our minds, often causing feelings of guilt and acting as a distraction.

Putting off jobs has another disadvantage in that it tends to lead to an ever increasing number of jobs that remain outstanding. This growing list becomes increasingly daunting and it then becomes more and more difficult to make a start on any of them. Remember, the only way to do something is to do it!

Overcoming procrastination



Procrastination means delaying doing a job repeatedly by either telling yourself that you have enough time, or that you'll do it soon but not now, or by simply waiting to get more information before you make a decision.

Some ways you can overcome the habit of procrastination are:

Break the complex tasks down into smaller ones. Breaking a task into smaller chunks will allow you to achieve some small successes, which should give you the motivation to complete the job. Making a series of smaller commitments is easier than making a single large one. Ideally each sub-task should have its own deadline. This gives you a series of short-term targets to aim for.

Do the worst job first. Doing the worst job first, involves making the worst task the one that you commit to completing that day, irrespective of other things. This prevents the task from becoming an ongoing source of stress, which can make you less and less productive.



If you have to swallow a frog, don't look at it for too long!

Make a public commitment to do the job. Making a public commitment can be done in a number of ways. You could tell others what you will be doing during the week or you could mention it at a departmental meeting. Hearing yourself say what you intend to do in front of others will make you want to achieve what you have promised yourself.

Plan the evening before. Planning the following day's activities, the night before is effective because it avoids the potential distraction at the start of the day. By identifying a task to start first thing in the morning, you will create the opportunity to prevent wasting time in the morning deciding what to do.

3.6 Handling interruptions that steal your time



Sometimes it seems as if everyone wants some of your time, and they want it NOW. Interruptions from other people come mainly via the telephone and by people arriving to see you without an appointment. Interruptions during the working day not only take up your time, they also cost valuable minutes as you get back into what you were doing before the interruption.

How you handle interruptions depends on a number of factors – whether you have a secretary or someone who can divert them, whether part of your job is to deal with interruptions and, lastly, what else is going on at that time. Some workplace interruptions may be unavoidable, but many are not and you shouldn't feel guilty about reducing your exposure to interruptions.

In order to maintain a good working relationship with your colleagues it is important that you do have time for them. However, this does not mean that you have to have time for them the moment they walk into your workspace.

Closed door. Having an open door policy does not mean physically open, but open to those who need assistance. Modify your 'open door' policy by closing it regularly for periods of concentration. Redefine open to mean 'accessible'.

Appointments. Encourage scheduled meetings instead of drop-in meetings. When setting appointments try to get some idea why someone wants to see you (but doing this always may not be possible or appropriate!) and set an appropriate time limit.

Go to people. If possible, go to other people rather than have them come to you. It's easier to control the time spent when you are the one who has to walk away.

Screen your calls. If you have a secretary or assistant, ask them to screen your calls for you. If the length of calls is a problem you should try setting a limit to the amount of time you are prepared to spend on any phone call and politely indicate to the calling party that you can't talk for very long. Always have pen and paper ready to take notes.

Plan your calls. If you know you have to make a call, plan at the beginning of the day when you will make this call so it does not interfere with other work.

Make use of transition time. Transition time is that you spend travelling from one place to another, for instance in an airport. Identify beforehand what your transition time is, make a plan to use the time for (making phone calls, reading documents) and put the time to use at once. Try to minimise your transition time.

Session 2.3 – Problem solving and decision making

Aim

To learn how groups solve problems and make decisions

Outcome of this session

By the end of this session participants will be able to:

- Understand and practice problem solving and decision making processes in groups

Key points

The characteristics of a mature performing group are:

1. The group is able to accept without being judgemental that differences may exist between individuals
2. Decisions are made through rational discussion, accommodating different points of view. No attempt is made to coerce members of the group and the groups process
3. Individuals fully understand their roles within the group and the group's processes
4. Conflict may exist, but will be confined to the issues facing the group, rather than interpersonal conflicts based on the groups structure or power struggles between individuals

Materials and handouts

2.3.1 Handout and worksheets on problem solving and decision making

Handout 2.3.1 – Problem solving and decision making

Exercise 1:

Working in groups of 8-10 people, please help the three cannibals and the three missionaries to move to the other side of the lake.

Remember that:

- When there are on one side more cannibals than missionaries, the cannibals eat the missionaries, whether on or off the boat.
- The boat does not row by itself.
- There can be no more than two people on the boat at one time.

Designate three members of your group as missionaries and three members as cannibals. One other member will act as the note-taker and will record group thinking, decisions and the general procedure adopted by the group to arrive at the solution.



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Problem solving and group decision making

Problem solving is the process of removing the difference between what a situation is and what it should be by making a decision among various alternatives.

Decision making is the process of generating and evaluating alternatives and making choices among them. Effective management means making right and responsible decisions.

Groups are unlikely to be able to perform to their full potential from the instant that they are formed; they generally need to go through a process of socialization first. The time that this socialisation process takes will usually depend on the extent to which the members are already acquainted with one another prior to the formation of the group.

The first task for a newly formed group will probably be to organise and orientate itself. This will involve finding a leader and allocating group roles. This may prove quite difficult for the group. There will be uncertainty about the purpose of the group, about authority, and how power will be distributed among its members. Individuals may be unsure about the extent of their commitment to the group. Conflicts may arise as power relationships are tested. Some groups remain ineffective as these early conflicts are never resolved; others do manage to overcome these difficulties and subsequently become more cohesive.

With cohesion may come the false impression that there are no more interpersonal conflicts or disagreements, and that the group is now a fully functioning unit. But cohesiveness can stifle the contributions of individuals and discourage original thought. It is therefore likely that the group will not really begin to function effectively until it reaches a stage of maturity, where there is mutual support, respect and confidence within the group, such that individuals might challenge and debate with each other, and decisions are made on the basis of rational discussion.

Tuckman (1965) argued that groups progress through three phases of socialisation before they begin to perform fully effectively. It is suggested that the ineffectiveness of some groups as problem-solving or decision-making units relates directly to their failure to master one or other of these stages of development. The phases of group development, according to Tuckman, can be outlined as:

Phase one – **forming: the testing of acceptable behaviour**

Phase two – **storming: identifying a 'pecking' order**

Phase three – **norming: establishing the rules and parameters**

Phase four – **performing: collaboration and low levels of conflict**

FIVE BASIC WAYS TEAMS MAKE DECISIONS

1. Leader Decides

Advantages	Disadvantages	When Appropriate	When Inappropriate
<ul style="list-style-type: none"> Quick Unambiguous Final 	<ul style="list-style-type: none"> Could be wrong Less "buy in" from rest of team 	<ul style="list-style-type: none"> Consequences of no or delayed decision is greater than the risk of making the decision Urgent need Decisions where team leader has main accountability When other decision making processes fail 	<ul style="list-style-type: none"> Decisions where team buy-in will be important to implementation Decisions where data quality is suspect or data is missing

2. Majority Vote

Advantages	Disadvantages	When Appropriate	When Inappropriate
<ul style="list-style-type: none"> Democratic Better than "leader decides" for team health Quicker than some, methods can be secret and remove personalities Increased input to decision Clear result Clear rules 	<ul style="list-style-type: none"> Minority must live with result – Can result in development of factions on team with damage to team health Decreases responsibility for the consequences of the decision Not all voters have the same information – assumes equal knowledge/ evaluation by all parties 	<ul style="list-style-type: none"> When all team members can live with all alternatives being considered When consensus isn't possible (or time doesn't allow) When issue is equally understood by all When all agree that this is the method to use When all voters are equal in accountability for decision 	<ul style="list-style-type: none"> When voters have different <ul style="list-style-type: none"> Ownership Knowledge Expertise When minority can't live with result (one solution unacceptable)

3. Expert Decides

Advantages	Disadvantages	When Appropriate	When Inappropriate
<ul style="list-style-type: none"> Puts decision in the hands of person with most knowledge of issue Effects a decision when others on team don't have knowledge base or time to gain it 	<ul style="list-style-type: none"> Does expert really have all the facts? (not always right) Doesn't take other (non-expert) implications into consideration Doesn't share the risk with team 	<ul style="list-style-type: none"> When expert has main accountability for the decision When problem can be distilled down to their expertise When team members are willing to transfer responsibility to the expert 	<ul style="list-style-type: none"> When there are many issues to be considered When conflicts of interest are inherent in the decision to be made When the expertise is really subjective (as opposed to being "fact based")

4. Consensus

Advantages	Disadvantages	When Appropriate	When Inappropriate
<ul style="list-style-type: none"> Forces all issues/news to be on the table and to be taken into account Greatest buy-in and acceptance of all methods Working through process builds relationships 	<ul style="list-style-type: none"> Takes time One team member may block decision May squeeze out intuitive approaches Tends to favor lowest common denominator 	<ul style="list-style-type: none"> Soft issues When many people will be affected Complex, step-by-step issues, strategic issues, long time frame issues No obvious right or wrong decisions 	<ul style="list-style-type: none"> When a fast decision is needed Crisis When a courageous decision is needed Small decisions

5. Use of Accepted Decision Making Tool

Advantages	Disadvantages	When Appropriate	When Inappropriate
<ul style="list-style-type: none"> Depending on tool, can result in a fact based decision on a complex issue Provides a means of breaking down complex issues into smaller components that can be more easily addressed 	<ul style="list-style-type: none"> Takes time Necessary data may not be available Tool can sometimes be manipulated 	<ul style="list-style-type: none"> When team agrees that use of tool is appropriate When other methods are not working for the team 	<ul style="list-style-type: none"> When some team members do not understand the tool being used Small decisions

Session 2.3 – Planning

Aim

To increase understanding of the planning process

Outcome of this session

By the end of this session participants will be able to:

- Identify steps in a planning process for an organisation

Key points

1. Planning has to do with means and ends. Through the act of planning, organisations and individuals define their goals (their ends), formulate strategies for achieving them (their means), and develop hierarchies of plans to help them coordinate their activities.
2. Planning is future oriented and determines the direction in which the organisation is to move

Materials and handouts

2.3.1 Handout and worksheet on organisational management

Handout 2.3.1 – Planning

What is planning?

Planning has to do with means and ends. Through the act of planning, organisations and individuals define their goals (their ends), formulate strategies for achieving them (their means), and develop hierarchies of plans to help them coordinate their activities.



Planning is future oriented and determines the direction in which the organisation is to move. It involves the predicting of the future, as well as attempting to control events. It involves the ability to foresee the effects of current actions with regard to the future.

Characteristics of planning

Planning is deciding in advance what is to be done, when, where, how and by whom. Planning is an important function of management and can be identified as having specific characteristics related to its function. Planning is:

- **Based on objectives and policies.** Planning involves selecting objectives and developing programs and procedures for achieving them. Unless objectives are known, a manager cannot do any planning.
- **Concerns future activity.** The essence of planning is looking ahead and is concerned with deciding in the present what has to be done in the future.
- **Is a mental activity.** Planning is an intellectual process, the conscious determination of courses of action, the basing of decisions on purpose, facts and considered estimates. In other words, planning involves thinking.
- **Is based on facts.** Planning is not guess work. It is conscious determination and projecting a course of action for the future, and is based on objectives, facts and considered forecasts.
- **Encompasses all managerial activity.** All managers, whether belonging to the top management group or middle management or lower management level, are engaged in the process of planning. Thus, planning is not the responsibility of top management alone.
- **Requires flexibility and adaptability.** Planning cannot be rigid; it has to be flexible and adaptable. Planning is done partly on the basis of assumptions about certain happenings and the environment and circumstances might turn out to be different from those envisaged.
- **Has a close relationship with time.** Managers at different level are concerned with different planning periods. Top level managers are concerned with long-term planning. The middle level managers have short-term plans. The lower level managers set more immediate objectives and they plan within the time span of days or weeks.
- **Involves seven Basic Questions.** These questions are as follows:

- What is to be done?
- Why should it be done?
- Who will do it?
- How will it be done?
- Where will it be done?
- When will it be done?
- With what resources will it be done?

Exercise 1: Strategic Planning at NDHI

You have been recently appointed as the chief executive of New Horizon Development Initiative which is a non-profit development organisation operating in three less developed districts of Punjab. NDHI is at the moment managing 50 non-formal education centres for girls, three primary healthcare dispensaries and a modest skill development programme which focuses on women entrepreneurs.

Soon after you joined the organisation, in a social gathering you bumped into an old friend who is now working for a large donor organisation which has a programmatic focus on HIV/AIDS. Your friend suggested that NDHI should submit a project proposal on micro finance to his organisation.

Seeing this as an excellent opportunity to diversify the resource base as well as to expand the NDHI's programme, you brought up this matter for discussion in the next BoD meeting of NDHI. The BoD considered this issue carefully but could not arrive at any decision because BoD members were divided on whether NDHI should enter into HIV/AIDS or not. As a result the BoD deferred the final decision till the next BoD meeting, which shall be held after three months.

Frustrated by this delay, you started looking for such documents which could clearly indicate the mission, vision, objectives and strategies of NDHI so that you could use these to make a strong case before the BoD. Unfortunately, you were informed by the staff that no such document exists.

This came as a surprise to you and you felt that as chief executive, this is your most important responsibility to lead the process of strategic planning at NDHI so that directional issues could be clarified for future.

Task: How would you go about doing this?

Session 3.1 – Human resource management

Aim

To increase understanding about the importance of human resource management

Outcome of this session

By the end of this session participants will be able to:

- List and apply the elements and functions of human resource management
- Describe the recruitment and selection process
- Relate the role of training and development to effective human resource development
- List tips and practice to conduct effective employee performance appraisals (how to give and receive feed back)
- Distinguish between financial and non-financial employee compensation
- Relate employee motivation to employee productivity

Key points

1. Human resource management relates to the practice of using people effectively by recruiting capable, flexible and committed people, managing and rewarding their performance and developing key competencies.
2. People management involves the following major functions: Human resource planning; recruitment and selection; human resource development; performance appraisal; compensation and separation management.

Materials and handouts

3.1.1 Handout and worksheets on human resource management

Handout 3.1.1: Human Resource Management

Exercise 1: People management

List down some of the challenges that you and your organisation face vis-à-vis people management.

1. Elements of Human Resource Management

People management, or human resource management as it is more popularly known these days, relates to the practice of maximizing people's performance as well as their satisfaction and growth in an organisation effectively by recruiting capable, flexible and committed people, managing and rewarding their performance and developing key competencies. People management involves the following major functions:

HR Planning

Human resource planning aims to provide answers to questions like:

How many employees will we need next year?

What skills and competencies will we need?

What is our current stock of human resources and skills?

At what rates do we lose staff because of turnover?

Should we train our existing staff, or hire new staff?

Recruitment and selection

While most texts identify recruitment and selection as separate and distinct functions, in most contexts the term recruitment is seen as all-encompassing covering all activities from announcing vacant positions to receiving applications to screening and selecting candidates.

Human Resource Development

Organisations invest in training and development of their human resources to enhance individual performance and organisational productivity. Training usually refers to teaching employees how to perform their present jobs while development involves teaching them skills needed for their future jobs.

Performance Appraisal

While initially used to provide information for promotions, salary increase and discipline, more recently the spectrum of performance appraisal has evolved into identifying and enhancing desirable work behaviour and reinforcing this behaviour by linking rewards to measured performance.

Compensation

Reward systems are another major set of HRM activities as they serve the strategic purpose of attracting, motivating and retaining people. Compensation systems comprise of a mix of employee benefits and incentive systems.

Separation Management

As new employees join organisations, some also leave. The separation could be voluntary, routine or forced. Separation management deals with issues like lay offs, retirement, termination and resignations.

2. Human resource planning

The process of formulating HR strategies and establishing programs or tactics to implement them is called strategic human resource planning.

Human resource planning allows organisations to be proactive in looking ahead and developing a vision of where the organisation wants to be and how can it use human resources to get there. In this way, HR planning can help organisations identify the difference between “where we are today” and “where we want to be”. Moreover, a well developed strategic HR plan with involvement at all levels can help the organisation create a sense of shared values and expectations.

In essence, the purpose of HR planning is to ensure that a predetermined number of persons with the correct skills are available at a specified time in the future. Thus, HR planning systematically identifies what must be done to guarantee the availability of the human resources needed by an organisation to meet its strategic objectives.

Questions to be asked during the HR planning process

The questions all managers should ask while undertaking human resource planning are:

- What mix of skills do we require now?
- What skills will we require in the future?
- Do we have the right number of employees today?
- How will employee numbers change in the future?
- Do our employee costs and productivity correspond?

Steps in human resource planning

Assess needs

Relate human resource requirement to organisation’s strategic plan and organisational objectives

Analyse workforce: Take stock of numbers and skills of the existing staff by reviewing organisational structure, workforce profile and turnover rate

Forecast human resource demand: Use subjective or objective techniques to ascertain future human resource needs

Budget: Review budgetary allocations and/or make budgetary allocations for future needs

Forecast human resource supply: Review human resource development activities, succession plans, external pool of candidates, etc.

Develop objectives

Staff numbers – to be changed? Staff skills – to be upgraded? Staff morale – to be improved?

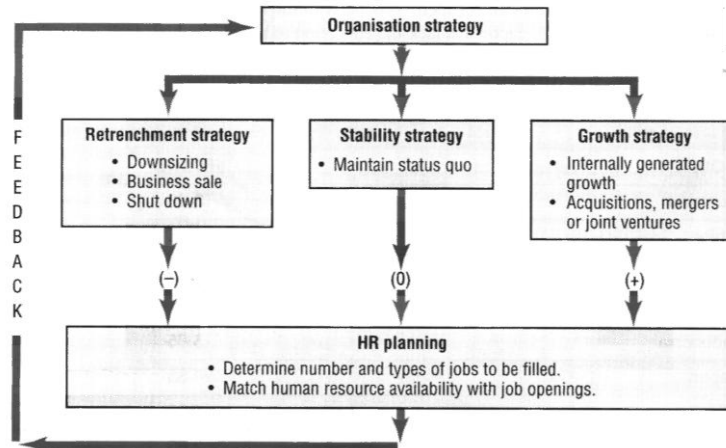
Develop and run programme

Develop a programme that is based on the needs assessment and the objectives. This may focus on different aspects of HRM such as Diversity

management, reduction in absenteeism / turnover, flexible rostering / permanent PT recruitment, re-engineering and early retirement

Forecasting organisation's future HR needs

The HR manager needs to be able to forecast the organisation's future HR requirements and determine from where they will be obtained. A forecast of the demand for human resources and the supply of human resources, from both internal and external sources, is required.



3. Writing job descriptions

A job description is a written statement that identifies, defines and describes a job in terms of its duties and responsibilities. There is no standard format used for writing a job description; the format, in fact, depends on management preference and how the job description will be used.

Sometimes people confuse a job description with a job specification. A job description describes the job or position and is, thus, a written record of the duties, responsibilities and tasks associated with a particular job. The job specification on the other hand, is a written record of the requirements of the individual to adequately perform in that job.

3.1 Job description guidelines

Although the styles and format of job descriptions are largely determined by their use and organisational preference, there are some standard guidelines for writing effective job descriptions:

1. List duties and responsibilities in logical sequence.
2. State separate duties and responsibilities clearly, simply and concisely.
3. Begin each sentence with an action verb.
4. Use quantitative terms where possible to achieve greater objectivity and clarity.
5. Use specific rather than vague terms.
6. Use standardised terminology.
7. Answer the questions of how, what, when and why.
8. Clearly identify the end results or standards on which performance will be evaluated.

3.2 Common components of a job description

Job identification

The job identification section locates the job in the organisational structure. It includes information on the employee's job title, department and reporting relationships. The job title should be descriptive, meaningful and consistent with comparable positions in the organisation.

Relationships

This section identifies the relationships with other positions (within and external to the organisation) that are necessary for satisfactory job performance. For example, what positions report directly to this job? To whom does this position holder report to? Coordination issues, you will have to coordinate with department X and Y.

Job summary

The job summary describes in a nutshell why the job exists – that is, the primary purpose or objective of the position.

Job duties and responsibilities

This section includes a listing of the job duties and responsibilities and should indicate clearly and specifically what the employee must do. A good way to document duties and responsibilities is to group tasks, duties and responsibilities according to their importance and/or frequency. Job duties and responsibilities are best expressed as a list of results that the job is designed to achieve so that job performance can be measured objectively.

Other information

Other pertinent information like the scope of authority that this position enjoys and any special circumstances (special, unusual or hazardous aspects of the job or the work environment) in which the job is performed may also be mentioned.

3.3 Job specification

In addition to the above, specifications on the kind of candidate required needs to be made as well. These may include:

- **Education** (masters of social sciences, MD, MPH, MBA)
- **Experience** (10 years)
- **Expertise** (this should reflect the kind of experience that is needed for the job, such as hands-on experience in development activities, specific experience in capacity building, networking, coordination at provincial level would be added advantage)

- **Interpersonal skills** (interpersonal communication, ability to negotiate with stakeholders, build and lead a team)
- **Managerial skills** (supervision, team building)
- **Age** (this is questionable as it does not add anything to the other qualifications, by being more precise on other things you can avoid discussing age).
- **Language:** for example, English, Urdu, local language skills are an added advantage
- **Travelling:** (it is based on an assessment of the frequency and the type of travel required in this job. For instance if the position holder will have to travel extensively then you may write “Ability to travel extensively”)
- **Equal opportunity employer** (this could be added if for instance women, people from remote areas, or minorities are encouraged to apply).

More important at the time of developing a job advertisement is to include candidates rather than to exclude candidates. This means that the advertisement should not be too exclusive (for instance Masters in social sciences), as in such case you may miss a very suitable candidate only because s/he does not have a Masters in Social Sciences. Exclusion comes at selection time when out of the 100, say 15 are short listed, then 3 then 1. In addition to the job description and candidate profile, time for deadline of application and compensation needs to be added.

Exercise 2: Write a job description

Participants are requested to write a job description for 1) the position of the Provincial Manager of the AIDS Consortium 2) The position of Human Resource Manager in the Provincial AIDS consortium.

Example of a job description

Job Identification

Title: Compensation Manager

Department: Human Resources Department

Nature: Permanent Full-time

Date of preparation of JD: September 30, 2004

Relationships

The Compensation Manager reports to the General Manager Human Resources and has two Compensation Assistants reporting to him / her.

Job Summary

Responsible for the design and administration of employee compensation programs. Insures proper consideration of the relationship of salary to performance of each employee. Provides consultation on salary administration to managers and supervisors.

Job Duties and Responsibilities

1. Ensures the preparation and maintenance of job descriptions for each current and projected position.
 - Prepares all job descriptions, authorising final drafts.
 - Coordinates annual review of all job descriptions, making revisions as necessary.
 - Educates employees and supervisors on job description use and their intent by periodic participation in formal training programs and by responding to their questions.
 - Maintains accurate file of all current job descriptions.
 - Distributes revised job descriptions to appropriate individuals.
2. Ensures the proper evaluation of job descriptions.
 - Serves as chair of Job Evaluation Committee and chairs its six-monthly meeting.
 - Resolves disputes over proper evaluation of jobs.
 - Assigns jobs to pay ranges and reevaluates jobs every six months through the Committee process.
 - Conducts initial evaluation of new positions prior to hiring.
 - Insures confidentiality of job evaluation process.
3. Ensures proper consideration of the relationship of salary to the performance of each employee.
 - Inspects all annual performance appraisals and salary reviews, authorising all pay adjustments.

4. Recruitment

Recruitment is the process of seeking and attracting a pool of qualified candidates from which candidates for job vacancies can be selected. Strategic recruitment refers to linking recruiting activities to the organisation's strategic objectives.

4.1 Internal versus external recruitment

When a vacancy exists, the first replacement source available is within the organisation. However, while internal recruitment promises the advantages of reduced recruitment costs, better assessment of candidate's qualities and virtually no orientation hassles, it does have its demerits as well. Organisations following a 'promotion from within' policy may find themselves grappling with issues of demotivation and rivalry, a restricted pool of candidates and stifled creativity due to inbreeding.

External recruitment methods include advertising, employment agencies and consultants, university recruitment, electronic recruitment and outsourcing. While external recruitment offers a wider pool of applicants, inducts fresh blood into the organisation and saves training costs, it is often more difficult to attract and select a new employee and adjustment and orientation takes more time.

4.2 Selection

The hiring and retention of key human resources is a critical issue for organisations. Because an organisation's success depends on it having the right people in the right jobs at the right time, the organisation's strategic objectives should determine the people selected.

Selection policy

For an organisation to achieve its human resource objectives, selection decisions must conform to organisational strategy. Factors that are important while developing a selection policy include:

Equal employment opportunity. What are the organisation's attitudes and approaches towards hiring women? Minorities? People with disabilities? What will be the selection criteria?

Quality of people. How will the suitability of candidates be measured? Does the organisation want to hire university graduates? Will the emphasis be on cultural fit and attitude or on technical skills and qualifications?

Source of people. Does the organisation want to promote from within? Have a mix of internal and external people?

Management roles. Who in the organisation will make the final decision to hire? What is the role of the human resource department? What is the role of the line manager? To what extent will senior executives be involved?

Selection techniques. Will multiple interviews be employed? Will psychological tests be used? Will assessment centres be used for executive selection? Will all applicants be required to take a medical examination?

Employment consultants. Will external employment agencies or management recruiters be used? If so, for what positions? Who will choose the consultant?

Legal requirements. Are there any legal restrictions or requirements regarding employment?

Costs. What is the budget? Who will pay the costs?

4.3 Assessment Methods

Selection procedures vary from organisation to organisation. Organisational objectives, culture, size, type of sector, geographic location and the level of position all impact on the type, order and number of steps an organisation uses in its selection process.

Before any formal interviews take place, there are ways in which useful information can be gathered about the candidates.

If the **filtering** of candidates at the stage of receiving applications has been thorough and based on careful thought about the job and the person needed to fill it, then any short listed candidates should, in theory, be able to do the job.

To produce a **shortlist**, the job specification should be used. Each application should be considered against the 'necessary' and 'desirable' elements. Candidates usually need to meet all of the 'necessary' elements in order to be short listed. If there are many candidates who meet all the 'necessary' elements, the 'desirable' elements can be considered in order to select a shortlist.

To find out more about them and to enable them to respond intelligently at interviews, **visits and informal meetings** are helpful. If they are able to see the work they might be involved in and meet the Head of the unit or other staff, their interests and their attitudes may be revealed.

References have a more limited usefulness especially as they are often requested after the selection has taken place. In that case, the purpose of the reference can only be to check the truthfulness of information already gained from the candidate and to ensure that there is no serious issue the organisation should be aware of before finally appointing. At least one reference should always be sought from the current or last employer of the person concerned, and the relationship of the referee to the candidate kept in mind.

Validity and Reliability

Organisations should bear in mind that the selection techniques they use should be valid and reliable. Validity refers to the ability of a selection technique to measure what it is supposed to measure. A technique is valid when the criterion it uses correlates with the criterion used to measure job performance. Reliability refers to the consistency of measurement of a selection technique. A technique is reliable when it consistently produces similar results.

4.4 Assessment Tools

Application Form

The application form is the basic source of all employment information for use in later steps of the selection process. It is also a valuable screening tool to weed out unqualified applicants.

Tests

Aptitude tests are probably the most often used type of tests and are relevant to situations where an applicant has had little or no experience related to the job requirements. Intelligence tests are designed to measure an applicant's intelligence or IQ using numbers, words and abstract items. Such tests are good indicators of a candidate's ability to learn quickly those jobs that involve conceptual thinking and problem solving. Personality tests are designed to measure basic aspects of an applicant's personality, such as level of introversion / extroversion, emotional stability and motivation.

In-tray Exercises

This can take any form thought relevant and suitable. Essentially, it comprises of a string of activities to be done in light of sample mail received in the 'in-tray'. Such exercises test the quality of the candidate's thinking, the level of awareness of the job/and or organisation and the degree of competence in written English (or whichever language is chosen).

Discussions

A 'goldfish bowl' discussion entails giving the participants a subject, preferably something controversial and related in some way to the work, and asking them to spend 45 minutes discussing it. No help is given beyond that. The assessors sit on the fringe of the discussion, listen and watch but make no comment, even if there is silence. This exercise tests the participants' assertiveness, mental agility, how the person relates to others, listening skills and how far someone leads, or is led.

Presentations

Presentations give candidates a chance to expand their ideas in a public forum. Three abilities can be assessed; communication skills, persuasive skills and the extent and use of knowledge. Subjects chosen should be associated, however loosely, with the post under consideration.

Interviews

The employment interview is the most widely used selection technique. It can be relatively unstructured and non-directive or highly structured and

patterned. The structured interview makes use of a predetermined outline while an unstructured interview does not. Panel interviews or board interviews are conducted by two or more interviewers and this allows interviewers to evaluate the applicant on the same questions and answers at one time while overcoming any biases individual interviewers might have.

Assessment Centres

An assessment centre is a method, not a place. It is used when an organisation employs a mix of the assessment tools described above as a series of multiple tasks/activities administered one after the other on a single day. Assessment centres are a good way of finding out more about people than is possible in even the most structured interview.

Exercise 3: Using employment interviews effectively

Hypothetical Scenario — Your Provincial AIDS Consortium wants to expand its operations into other areas of the province where you currently do not have service presence. For this purpose, your office has been asked to help recruit a Program Manager for the new office to be set up in the new service area. You are a member of the interview panel conducting interviews for this position.

Role play: Four volunteers are needed for this role play. Three volunteers will form an interview panel while one volunteer will be the interviewee. 10 minutes are given to both the interviewers and the interviewee to prepare. The rest of the participants are divided into two groups and one group helps the interviewers prepare while the other group helps the interviewee prepare. The panel interview is then conducted and afterwards all participants critique the interview.

5. Human resource development

Human resource development involves ‘the acquisition of knowledge and attitudes to facilitate the achievement of career goals and organisation objectives’. The focus is on improving the organisation’s effectiveness by enhancing the performance of the organisation’s human resources. It thus entails ability (skills), willingness (motivation) and a supportive environment (support).

Training typically emphasises immediate improvements in job performance by improving specific skills whereas development aims to prepare the employee for future job responsibilities through the acquisition of new experiences, knowledge, skills and attitudes.

Why develop human resources

As we have discussed, NGOs are human/people intensive, more so than any other sector and their staff is a key resource to be developed and nurtured on a formal basis. Because of the limited resource base of many NGOs, the skills

and knowledge of individual staff are usually their only real asset. One consequence is that organisations are expected increasingly to have policies to ensure that these 'assets' are suitably protected and are productive and this is why Human Resources Development is so important.

Systematic approach to Training and development

A logical sequence of undertaking any and all training activities includes:

Assessment: A training needs assessment is a systematic exploration of the way things are and the way they should be. Establish what training is needed, by whom, when and where, so that training objectives can be determined. The expected results of the training have to be considered. So, we need to ask:

- What learning will be accomplished?
- What changes in behaviour and performance are expected?
- Will we get these?
- What are the expected economic costs and benefits of any projected solutions?

A training needs assessment entails:

- a performance appraisal
- interviews with individuals, peers and their supervisors
- survey on the basis of a questionnaire
- observation

If there is a gap between desired performance and actual performance, training may be one of the solutions but training cannot solve all performance related problems. Only those related to skills, and even that needs more than training such as mentoring and on the job training.

Training activity: Select the training methods and learning principles to be employed. The training design has to be based on the outcome of the assessment and can usually be divided in common needs (such as communication strategies) and special needs (specific expertise required in the organisation). The strategy for common needs training is usually an in-house training, for the special needs, people are sent to an outside training. Ensure the right people are selected for the right training programme and not as a motivational tool or as a reward or punishment. It is not only the facilitators to ensure that the training meets its objectives but also those that select the people for the training.

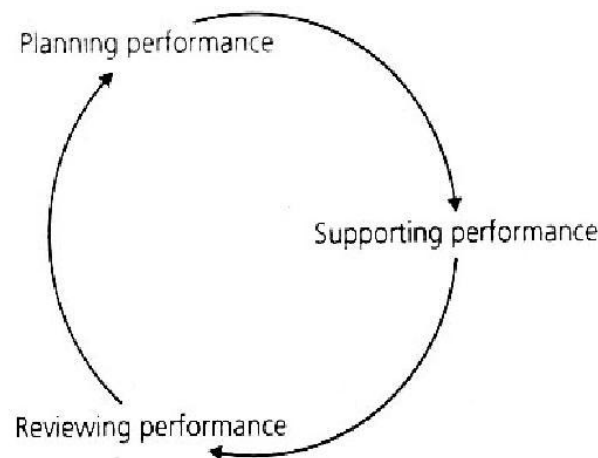
Evaluation: Measure how well the activity met the training and development objectives. In addition, the impact of learning on the individual performance can be measured as well as the impact on organisation's performance.

6. Performance management

6.1 The performance management cycle

Traditionally, the treatment of individual performance has centred on the assessment of performance and allocation of rewards. However, it is

increasingly being recognised that planning performance and enabling performance are just as critical to managing individual performance.



6.2 Planning Performance

Performance planning is the usual starting point for an employee and manager to begin the performance management process. Manager and employee work together to identify what the employee should be doing for the period being planned, how well the work should be done, why it needs to be done, when it should be done, and other specifics, such as level of authority and decision making for the employee. Usually performance planning is done for a one-year period, but it can (and should!) be revisited during that year.

By the end of the performance planning process, both manager and employee should be able to answer the following questions in the same way:

1. What are the employee's major responsibilities for the year?
2. How will we know whether the employee is succeeding?
3. If appropriate, when should the employee carry out those responsibilities (e.g. for specific projects)?
4. What level of authority does the employee have with respect to job tasks?
5. Which job responsibilities are of most importance and which are of least importance?
6. How do the employee's responsibilities contribute to the department or the organisation?
7. Why is the employee doing what he or she is doing?
8. How can the manager help the employee accomplish the tasks?
9. How will the manager and the employee work to overcome any barriers?
10. Does the employee need to develop new skills/abilities to accomplish tasks (development planning)?
11. How will the manager and employee communicate during the year about job tasks, to prevent problems and keep current?

While performance planning is mostly about clarifying job tasks for individual employees, it can provide a forum for discussing general issues with all employees.

6.3 Supporting performance

Once each employee knows what to do, when and how well, is that sufficient until performance reviews at the end of the year? No!

It's a serious mistake to assume that employees and the organisation can run on autopilot. Things change. Projects pop up unexpectedly. Perhaps employee and the manager misjudged the time needed to complete task. Maybe problems occur. Managers need to treat the performance planning documents as dynamic, so that they can remove barriers to performance before they occur or as they occur, not months later or at the end of the year. By then too much damage has happened.

Supporting performance means ongoing performance communication to track progress, identify barriers to performance and give both parties the information they need to succeed. It also means data gathering, observation and documentation.

Data gathering is the process of getting information relevant to performance improvement, whether individual or organisational. Observation is a way of gathering data. For example, if you walk by a telephone switchboard and hear phones ringing twenty or thirty times, you've observed something. That's data. It doesn't tell you what the problem is or how to fix it, but it tells you something could be improved. Documentation is the process of recording the data gathered so that it's available for use, so it isn't lost. But let's not make the mistake of thinking that we pay attention to and document only 'bad things'. We also need to pay attention to the good things, the successes and accomplishments.

6.4 Reviewing performance

Now we have arrived at what most people think is the sum total of performance management, the performance appraisal process. If all you do is appraisal, if you do not plan, have ongoing communication, collect data and diagnose problems, then you're probably wasting your time.

The performance appraisal process involves manager and employee working together to assess the progress that the employee has made towards the goals set in performance planning and to summarise what has gone well during the period under review and what has gone less well.

But it can be much more than that. It is a communication process, a forum for discussion that doesn't have to focus on the individual employee. Managers can use the forum to uncover processes and procedures in the company that are inefficient, unproductive, or destructive. So the review meeting should not be only about evaluating the employee. It is an opportunity to solve problems.

6.5 Defining performance

If you can't define performance, you can't measure or manage it. There are of course, different views on what performance is. It can be regarded as simply the record of outcomes achieved. On an individual basis, it is a record of a person's accomplishments.

6.6 Standards of performance

The value of performance measurement can be summarised as follows:

- If it can't be measured, it can't be managed.
- What gets measured gets watched.
- What gets watched gets done.

This implies that there are standards of performance!

Standards of performance are usually formal statements that identify 'satisfactory performance' related to a specific job or task. They provide a means of determining whether or not the level of performance is acceptable, and hence, help define 'non-performance'. The Job Description is one source that can provide an accurate picture of the main purpose and scope of the job and the tasks involved, and hence, define what 'satisfactory performance' is.

The standards of work required should be explained to employees so that they are aware of what is expected of them. Standards should be realistic and measurable. Measurement may be based on quality, quantity, time or cost.

If you are not clear about what is expected of staff, then it is very difficult to make a judgement about whether someone's performance is satisfactory or not.

Exercise 4: Role play on performance appraisal interview

Hypothetical Scenario — The Pakistan National Initiative on HIV/AIDS started its operations in the country five years ago with the aim of complementing services offered at public sector healthcare facilities by providing awareness-raising, voluntary testing and counselling for HIV/AIDS. Initially, the program started work on a year-long awareness-raising project through fliers, patient-meetings and professional development sessions for healthcare professionals at selected District Head Quarter (DHQ) Hospitals. The Initiative not only completed this project successfully but also replicated this model in other DHQ hospitals. Buoyant on this success, the Initiative then started a programme in collaboration with UNAIDS and HUMSAFAR (a Pakistani NGO working in the area of reproductive and sexual health of adolescents), focusing young men and women in Universities in all provincial capitals.

Lately, the Initiative has entered into an agreement with a Scandinavian donor agency to establish Information and Resource Centres in four cities of Pakistan for the provision of information and communication materials for communities and organisations on the subject of HIV/AIDS. These Centres will assist communities and organisations in areas where the Initiative already has a long standing due to its healthcare and education programmes.

For a long time, the Program Director of Pakistan National Initiative on HIV/AIDS practically did everything by herself – from mundane day-to-day management and administration activities to negotiating money matters with donors, managing finances and writing reports. A few employees were hired as time went by to assist the Program Director.

In an attempt to delegate some of the responsibilities and authority, a few promising young and qualified managers were hired last year and are being developed as a second line of leadership.

Role play: Two volunteers are needed for this role play. One volunteer will act as Dr. Laila Hussein, the Program Director of Pakistan National Initiative on HIV/AIDS while the other volunteer will act as Mr. Abbas Khalil, Manager Programs of the Initiative.

Dr. Laila Hussein is taking a performance appraisal interview of Mr. Abbas Khalil. 10 minutes are given to both the volunteers to prepare. They are each assisted by 3 other participants. The performance appraisal is then conducted and afterwards the participants critique the appraisal.

Performance Appraisal Interview

Dr. Laila Hussein - Program Director of Pakistan National Initiative on HIV/AIDS

Mr. Abbas Khalil, a well qualified young man having a few years of experience in reputable development healthcare organisations was recruited as Manager Programs, along with three other senior managers. You made him fully responsible for all the aspects of the programme and were able to invest much of your time in other more important and strategic matters.

Mr. Khalil has completed his first year in the organisation as Manager Programs. However, you are not quite happy with his performance. You were really disappointed when your finance manager told you last month that the overall programme budget of the current year was 5% lower than the previous year and in the next year it is expected to further go down by another 10%. You painfully recalled all those instances when Mr. Khalil discouraged you from negotiating more projects with the Scandinavian donor agency.

You are also very concerned about the visible decline in the morale of your team. Some senior managers reporting to the Manager Programs – Mr. Khalil – have already left and you have heard that a few more are packing. You feel that the Manager Programs seriously lacks interpersonal skills and leadership qualities. Although there has been some improvement in the overall cost effectiveness of the programme, yet you feel that these small gains are not enough to compensate for the losses.

On the whole, you are dissatisfied with the performance of your Manager Programs and want to convey this to him. You are getting ready for an appraisal interview with Mr. Abbas Khalil which is in another 10 minutes.

Performance Appraisal Interview

Mr. Abbas Khalil - Manager Programs of Pakistan National Initiative on HIV/AIDS

The Program Director of Pakistan National Initiative on HIV/AIDS hired you last year as the Manager Programs, along with three other senior managers. During the year you have given your best to the organisation and as a result you feel that the situation has improved significantly.

Although the organisation has not expanded during this period, there is ample evidence that the organisation has moved towards consolidation of its existing programs resulting in increased efficiency as well as effectiveness. This year the overall program budget was 5% lower than the previous year and in the next year it is expected to go down by another 10%. This is primarily because you strongly feel that the Initiative must concentrate on its core competencies and avoid expanding into new areas. You have been resisting Dr. Hussein's moves to take on new projects.

Refusing to further expand has helped you in streamlining operations, developing monitoring and evaluation systems to keep track of progress and to monitor staff more closely. There is 5% reduction in the overall staff turnover. To reduce costs, you chose not to fill most of the vacancies that fell vacant during the year. Cost effectiveness of the programs has increased and in the last quarter the finance manager informed you that the costs of the education program were down by 20% as compared to last year's figure.

But at the same time you have had your share of setbacks. Two of the three senior managers who were hired with you, left within six months. Not only this, but your induction at a senior position created resentment among senior employees that had been with the Initiative from the beginning and some of them are seriously considering leaving the organisation. However, you are not particularly worried about them because you think that they do not have the capacity to lead the organisation into future.

On the whole, you are very happy with yourself as you think your performance has been excellent throughout the year. You are getting ready for an appraisal interview with Dr. Laila Hussein which is in another 10 minutes.

6.7 Common feedback failures in performance appraisals

Arguing with employees

Do not be defensive about the judgments you are making in your feedback. Do all the research you can, ensure you're being fair by avoiding biases and being consistent, and then stick to your guns. Be sensitive to the subtle difference between arguing with employees and letting them speak their minds.

Making it personal

Do not focus your feedback on personality traits, attitudes or character flaws. If they are dramatically affecting the person's performance then mention them, but only in the context of their effect on work. Comment on the task performed, not on the person's personality.

Dwelling on past mistakes

The feedback you are giving in appraisals is not a time to rehash every mistake the employee has made since the last review. Instead, look for the reasons behind the mistakes (inability to stay organised, weak at setting priorities, etc.) and address those larger issues.

Comparing the employee with others on the team

It's a common temptation to use 'star' employees to try to motivate lesser performers. Be careful. No employee likes to be compared unfavourably to his or her co-workers. In addition, the outstanding employee can either become complacent about his or her performance or hated by his or her peers!

Comparing the employee to yourself

For the same reasons as listed above, feedback focusing on your strengths will not be well received by the employee.

Using statements that start with "If I were you..."

This is condescending, and employees will resent being talked down to. The appraisal is not about you in the first place!

Performance appraisal tips for managers

1. Apprise employees of performance standards in advance. When a new employee is hired or when new standards are adopted, supervisors should amend job descriptions and performance evaluation forms and copies should be given to all affected.
2. Document all performance problems regularly on appropriate appraisal forms. Keep the employee informed of such appraisals.
3. Provide employees with specific relevant feedback. Vague, generalised or subjective evaluations may lead to future problems.

4. Promptly evaluate non-productive employees. When managers tolerate an employee with a performance problem for months and then suddenly give him or her negative evaluation and / or terminate him or her, this leads to aggravation and resentment.
5. Give the employee an opportunity to comment on or dispute the performance appraisal. This will encourage the employee to feel that he or she has been given a fair chance.
6. Develop a formal performance appraisal system that specifies a standard procedure for conducting appraisals.
7. Ensure a review audit system to prevent manager bias or personal feelings from impacting on the appraisals.

7. Motivation

Motivation is generally defined as an internal state that induces an employee to engage in particular behaviours, or as a set of factors that cause employees to behave in certain ways. Employee motivation is a product of many interacting factors such as the culture of the organisation, management's leadership style, the structure of the organisation, job design, and HR policies and practices. The employee's personality, skills, knowledge, abilities and attitudes also play a part.

Employee motivation is one of the most challenging aspects of HRM and it manifests itself through employee morale, output, absenteeism, effort, labour turnover, loyalty and achievement.

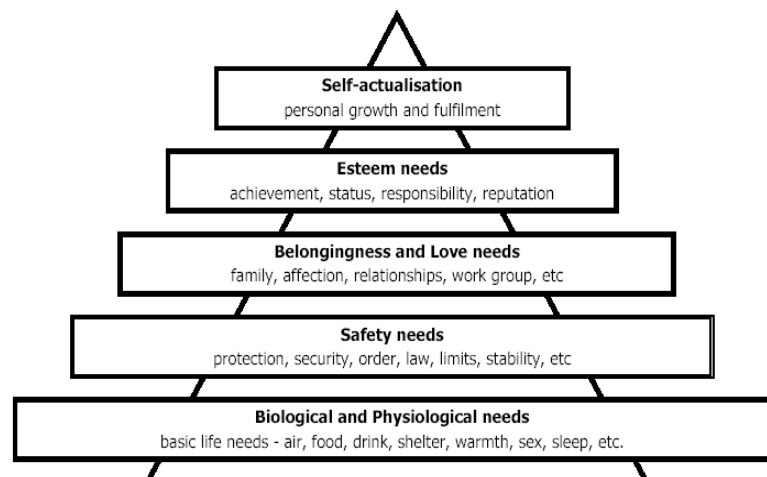
Theories of motivation

Theory X and Theory Y. Managers guided by Theory X assumptions are directive, narrow and control-oriented in their treatment of employees. Passive, dependent and reluctant subordinates are the result. Managers following a Theory Y orientation, in contrast, will delegate authority, encourage employee participation in decision making, and grant greater job autonomy and task variety. Highly productive employees with initiative and commitment to the organisational goals are created when these higher order needs are satisfied.

Maslow's Needs

Hierarchy Theory.

Maslow's theory is one of the most popular motivation theories among practising managers. It argues that employees are motivated to satisfy five basic types of needs (physiological, safety, social, esteem and self-actualisation).



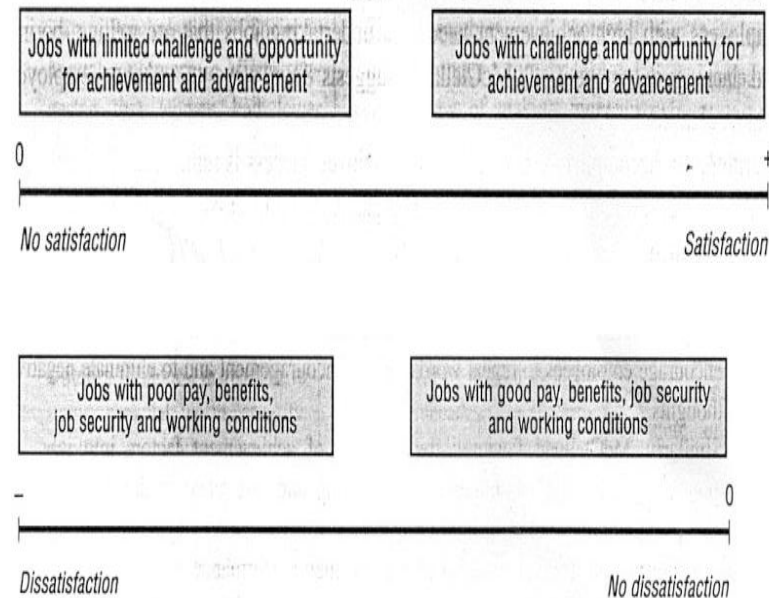
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According to Maslow, these are arranged in a hierarchy of importance, with lower order needs requiring adequate satisfaction before the next higher order need can motivate behaviour.

Herzberg's Two-Factor Theory. Sometimes called the motivation-hygiene theory, the two-factor theory defines a two-tier hierarchy of needs:

motivators (content) are higher order needs for achievement (recognition, intrinsic interest in work, responsibility and advancement) and they determine job satisfaction and performance;

hygiene factors (context) are lower order needs that are met by pay, working conditions, inter-personal relations, supervision, organisational policy and administration.



Herzberg argued that hygiene factors do not motivate themselves but can prevent motivation from occurring and thus challenged job satisfaction and job dissatisfaction as opposite ends of the same continuum.

Exercise 6: Motivation ranking

Step 1: Please rank the ten items listed below in the order you feel they are likely to be felt important by your staff. Prioritise the items from 1 to 10, with 1 being most important and 10 being least important.

Step 2: Please assemble into groups. Each group will total individual weight within the group and rank the items under the column marked group.

Items	Individual Ranking	Group Ranking
High wages		
Job security		
Promotion in the organisation		
Good working conditions		
Interesting work		
Personal loyalty of supervisor		
Tactful discipline		
Full appreciation of work done		
Help on personal problems		
Feelings of being in on things		

8. Compensation

Managers have the responsibility to reward people and motivate people for work. So they are responsible to meet the motivational factors indicated in exercise 6. A system to ensure that most elements are met is compensation.

Compensation can be divided in financial compensation and non financial compensation.

Financial compensation:

Cash:

- Salary
- Bonus
- Cash awards
- Pension
- Gratuity
- Provident fund
- Leave encashment
- Increments

Non-cash:

- Insurance
- Medical reimbursement
- Company car

Non-financial compensation:

- Title (promotion)
- Recognition
- Appreciation
- Type of office, type of desk

It is a managers responsibility to design and implement a suitable compensation system in the organisation. Selection of components to be included in the system would vary from organisation to organisation depending upon the profile of its staff, their preferences, organisation's strategic priorities etc. For instance, in case an organisation is facing the challenge of high staff turn over, it may choose to increase the proportion of delayed compensation instruments like pension and gratuity in the package with a view to encourage retention.

9. Separation management

Under separation management we distinguish three types of separations: forced, routine and voluntary:

1. Forced: lay-off, dismissal, termination
2. Routine: (retirement, conclusion of contract)
3. Voluntary: Resignation.

Forced separation is a problem for everyone, both employer and employee. This is why selection of staff is so important. The cost of terminating (choosing the wrong person) is very high. It may take several years before people take such a final decision because it is so difficult.

Resignation

Exit interviews are interviews conducted with departing employees, just before they leave. From the employer's perspective, the primary aim of the exit interview is to learn reasons for the person's departure, on the basis that criticism is a helpful driver for organisational improvement. Exit interviews (and prior) are also an opportunity for the organisation to enable transfer of knowledge and experience from the departing employee to a successor or replacement, or even to brief a team on current projects, issues and contacts.

Good exit interviews should also yield useful information about the employer organisation, to assess and improve all aspects of the working environment, culture, processes and systems, management and development, etc. Many employers ignore the opportunity that exit interviews offer, chiefly because exit interviews have not been practised in the past, and starting them is a difficult initiative to undertake, given the potentially subjective and 'fuzzy' nature of the results; the time involved; and the unspoken corporate urge to avoid exposure to criticism.

Exit interviews are nevertheless a unique chance to survey and analyse the opinions of departing employees, who generally are more forthcoming, constructive and objective than staff still in their jobs. In leaving an organisation, departing employees are liberated, and as such provide a richer source of objective feedback than employed staff do when responding to normal staff attitude surveys.

Exit interviews are best conducted face-to-face because this enables better communication, understanding, interpretation etc., and it provides far better opportunity to probe and get to the root of sensitive or reluctant feelings. However, postal or electronic questionnaires are better than nothing, if face-to-face exit interviews are not possible for whatever reason.

Obviously the style of exit interview is different for someone who is being asked to leave, retiring, being made redundant, dismissed, or leaving under a cloud, or compared to an employee leaving whom the organisation would prefer to retain. However everyone who leaves should be given the opportunity of an exit interview, and the organisation can learn something from every situation.

Session 4.1 – Financial management

Aim

To increase understanding and familiarize managers on basic financial management concepts and tools to improve their ability to work with financial staff and monitor their performance.

Outcome of this session

By the end of this session participants will be able to:

- Understand and work with different financial concepts used in NGOs
- Make a budget for a programme activity
- List the elements of financial control

Key points

1. The task of financial management is to ensure that the organisation uses finance and financial information to make the best use of its resources
2. A budget can be defined as a financial plan of an entity relating to a period of time
3. Financial systems are designed to make sure that as few mistakes as possible are made, and the potential for theft is minimised.

Materials and handouts

4.1.1 Handout and worksheets on financial management

Handout 4.1.1: Financial Management

1. Financial management

The task of financial management is to ensure that the organisation uses finance and financial information to make the best use of its resources. It has to ensure that income and expenses are in balance. In contrast to the accounting and book-keeping roles, people responsible for financial management are unlikely only to be those who deal with the day to day record-keeping. A financial manager will use techniques, such as analysing the budget, to help with this. The governing body has a key role to play in financial management.

The four areas of financial management

Each of these four areas of financial management has an important part to play:

Financial planning

Linking the objectives or strategy of an organisation to the budget process and identifying indicators to help monitor progress.

Financial monitoring and reporting

Assessing whether objectives have been achieved. Any objectives not met that are identified, may need to be corrected.

Financial control systems

Maintaining financial (or internal) control systems to safeguard the organisation's assets and minimise errors or theft.

Accounting records

Ensuring that there are full and accurate records of transactions to enable information to be given to managers, the governing body and donors. These records must be maintained to provide good financial management but it is not usually the task of a financial manager to do this.

In addition to these four areas, evaluation and audit is an essential 'building blocks' for good financial management.

Evaluation and audit

An audit is an annual inspection of an organisation or project, which tests that the four areas of financial management are working effectively. The audit is a tool to assess the financial health of an organisation and may be done from inside the organisation (internal audit) or from outside (external audit).

Auditors are changed periodically (for instance after two years).

An audit is not mandatory for every NGO but is required by many donors and is required for registration. If you want tax exemption one of the requirements is to have an audit.

For this government has divided NGOs in three types.

Type 1: bank statements is OK

Type 2: bank statements from a bigger bank

Type 3: (big NGOs) need external audit by a Chartered Accountants firm.

The auditor has to be appointed by the governance (not by management).

Who is responsible for financial management?

Financial management has different meaning for different people. Some may think of it as merely the operational accounting work that goes on within an organisation, others as a more strategic input to keep an organisation in good financial order. It is not primarily about keeping records, although it draws on these, but rather about using information to help an organisation achieve its objectives.

Financial management is not something that is solely the responsibility of a 'finance department' or any one individual. It is a task for the whole organisation, and those responsible for managing the organisation (the Governing Body) must ensure that the conditions are in place for it to happen. Financial management usually involves the following people within an organisation:

- Members of the governing body (and its committees). They are responsible for the overall management of the organisation and for setting clear objectives and policies
- The staff management group who share responsibility with the governing body, to ensure appropriate systems are in place and that these are monitored regularly
- Staff and volunteers, in ensuring they are working within prescribed guidelines
- Financial staff and volunteers who aim to provide an operational service but also to advise on their organisation's financial strategy.

2. Terms and concepts

Bookkeeping and accounting:

Accounting (example of purchasing a computer): is a process of recording (computer purchased), classifying (comes under assets), analysing (is it within the budget, how does it compare with similar purchases) and interpreting organisational activities.

Bookkeeping is only recording!

Liability:

Liability is an obligation that the organisation has for already consumed services (example loan, electricity, salaries and telephone bills - you use them first, it becomes a liability that you have to pay at the end of the month). The moment you pay your liability it becomes an **expense**.

Fixed and current assets:

A **fixed** asset is something that cannot be converted into cash easily. It is something that does not lose its value within one year, its benefits continue.

Current assets are consumables that are consumed within a year, they are recorded as expenses (for instance paper). Each organisation defines what it considers a fixed asset (for example items above Rs 500) and what it considers a current asset (less than Rs 500).

In business assets minus liability is what you own = equity BUT in NGOs Assets (10,000.00) minus liabilities (8,00.00) = reserves (2,000.00)

Income and expenses:

- Income in NGO sector is funds received: grants, donations, delivery of services (training), consultancies
- Expenses: funds paid out.
- Income minus expenses is surplus.

Petty cash:

Petty cash is an amount of cash that is readily available for small purchases and routine every day administrative office expenses. Each organisation has rules about how much cash is in the petty cash and for what it can be used for. The amount of petty cash varies from organisation to organisation and depends on the size of the common daily expenditures, the type of activities and size of the organisation. Petty cash is held to minimise risk (theft) but at same time having an amount of money for daily expenses. Tips:

Petty cash should be approx. equal to one week of normal expenditures for daily activities. Maximum payment from petty cash should in general not exceed Rs 5000. Law of the land prohibits organisations from making cash payments of more than 5000/-. Payments exceeding this amount should be made through checks.

Depreciation:

Depreciation is the reduction in value of a fixed asset over its useful life.

Example: Feb '05: Bought a car and paid money to the car dealer, got documents, did registration. This car belongs to you. Do you think in May '05 it still have the same value? No.

For a fixed asset like vehicle, the useful life (accounting purposes) period is assumed 5 years (60 months). **Book value** is the value that your fixed asset has at a certain period of time. Initially this is the value for which you have bought the asset. But this goes down per month/year. Book value follows the depreciation (20% per year), but this may not be the actual value (you may be able to sell your car after two years for more than 60% of the initial cost). Different types of fixed assets (houses, cars) have different percentages of depreciation – these are standardised.

Procurement (is same thing as purchase):

Example of procedure:

1. Purchase request
2. Quotation/bidding
3. Bid comparison
4. Supply order
5. Receiving of office furniture
6. Payment of the supplier
7. Invoice/bills

Purchase request: is an initial document for request and can be made by anyone who feels in need of something. (example later)

Approving authority: is defined in your office procedure/financial policy (usually admin/finance officer), can also be the financial manager or the manager (depends on request). In the office policy is defined which amounts (up to) need to be approved by which staff (the higher the amount, the higher the authority that can approve).

Financial limit: financial limit indicates the limit an organisation has set in its procedures. To go beyond the limit, it needs to be authorised by financial management.

Quotation: In an informal quotation there is no need to advertise (depends on policy organisation), in an formal quotation established procedures have to follow (have to be transparent), a formal invitation for a bid, within a certain period of time(deadline), has to be made (can be by letter, newspaper advertisement)

Bid comparison: Comparison is carried out by a committee and based on price and quality. The committee of contract who select the bids, open the bids together, compare bids and select supplier. They have to give a reason for their selection (transparency).

Purchase order: This is a formal document that needs to be approved and signed by approving authority and the supplier. It is binding in the sense that the agreed terms and conditions have to be followed. Payment after receipt for off the shelf products, for customised products (for instance training) part of the payment may have to be made in advance. When receiving the order: ensure that all papers are received and delivery is OK and make sure that the person who requested the order is there to sign (as that person knows exactly what he has requested)

Purchase Request Form (model)				
Request by	Khalid Abbas	Date	5 June 2005	
Designation	Programme officer	Purchase request (PR) number (#)	175	
Signature				
No.	Description model	Quantity	Unit cost	Total cost
1				
2				
etc				
Prepared by	(admin assistant)	Approved by	(supervisor)	
Verified by	(manager financial admin)			

Bid Comparison Form (model)			
Bid date		PR #	
Suppliers name	Estimated cost	Delivery time	Mode of payment
1			
2			
3			
Selected supplier			
Comments	Here you write reason for selection		
Signature Finance manager			
Signature Provincial Manager			
Signature General secretary			

Purchase Order (model)				
Purchase order			Ref number	
Supplier name and address			Required for (organisation)	
Description			Delivery date	
No.	Description model	Quantity	Unit cost	Total cost
1				
2				
etc				
Total amount				
Suppliers Tax @ 3.5%				
Net amount				
Verified by	(admin assistant)	Suppliers signature	(supplier)	
Authorized by	(manager financial admin)			

Note: Terms and condition are integral part of purchase order, for instance if the specification is not according to requirement it will be sent back.
 Delivery at office (specified where)
 Agree that payment will be made (so many days) after delivery.
 The more specifications you add to the purchase order, the less problems you have later.

Useful tips:

- Select goods whose supplies are easily available
- Also check after sale service
- Guarantees (specifically for banks) are almost the same thing as warrantees (goods)

3. Budgeting

A budget can be defined as *a financial plan of an entity relating to a period of time*. This is a useful definition because it includes planning - budgeting is about planning objectives for the future.

Most organisations have a budgeting process, which can be divided into three main areas: planning, monitoring and reviewing.

Planning is the preparation of the budget from a range of available data, within the overall guidelines and longer-term plans of the organisation. Budgeting is as much about planning objectives as about finance. The first stage of a budget is to decide what needs to be achieved over a particular period.

Monitoring the budget, is usually undertaken month by month (quarterly in smaller organisations), to check how the actual income and expenditure match up with the original estimates in the budget. This is achieved by producing 'budget and actual' statements. These identify the differences, or variances, between the original budget and the income or expenditure to date.

Reviewing is an ongoing monthly task. A general review may take place towards the end of each financial year, before the next planning stage. It is an opportunity to identify areas which need to be managed differently.

3.1 Budget planning

There are a number of reasons why budgets are prepared. These include, to:

- Plan and co-ordinate activities
- Calculate and control estimated income and expenditure
- Communicate plans to employees
- Motivate staff to achieve objectives
- Assist in the evaluation of performance.

A good starting point for the preparation of a budget is to identify the objectives of the organisation. It is important to identify the *limiting factor*. In an NGO this may be, for example, the amount of money available or the capacity of an organisation to undertake certain activities.

A range of people should be involved in the planning stage. This is essential, if those carrying it out are to feel committed to achieving the objectives. For instance the process of budget preparation for a planned activity (training, research, field work) is done by programme staff together with finance staff because the programme staff know the details of the activities and the finance staff know how to put a price to these activities. For instance:

- Making a work plan listing all activities (planning) (*done by programme staff*)
- Identification of cost items (activities) (*done by programme and finance staff*)
- Estimation of quantities (*done by programme staff*)
- Estimation of cost (*done by finance staff*)
- Grouping of different types of cost (*done by finance staff*)

Once the budget has been prepared, it is important that everyone in the organisation is told exactly what it is. Managers in particular should know their responsibilities for the budget. For example, if it is expected that managers will not exceed the budget limits, they must be told in advance.

Budgets should be prepared in advance and be agreed before the start of the financial year or before a specific activity. It is also important to prepare a balanced budget, which means that there is enough income to cover the expenditure. It is often difficult for NGOs to predict the amount of funding they are likely to receive. To allow for this, rather than produce just one budget, some NGOs produce several possible budgets, only one of which will be used, depending on the circumstances. The governing body would approve the different budgets and clearly state the conditions when each one would be used.

When the figures have been decided the budget items are written down as shown below. They would usually have accompanying notes to explain how the figures have been calculated. Sometimes these notes would be shown alongside the budget items. These are particularly useful to governing bodies and donors in assessing the budget amounts.

An example of a budget and accompanying notes is shown for a department within a larger organisation below. In this example, there is a grant receivable of 281,000. There are few expenditure items and these include an item for 'recharges'. Recharging is an accounting technique, often used in larger organisations, to ensure that each department pays its share of the overhead costs, such as rent, water charges, electricity and cleaning. This is initially paid out of a central budget and then *recharged* to individual departments, possibly in proportion to the number of staff in each. This is a very useful technique for NGOs to ensure that they are calculating the true cost of activities, particularly when donors are prepared to fund the full cost.

BUDGET STATEMENT FOR 1 APRIL 2005 TO 31 MARCH 2006

ITEM	Rs	Notes
INCOME		
Grant from ABC	281,000	1
EXPENDITURE		
Staff costs	228,000	2
Equipment	10,000	3
Airfares	6,400	4
Training	2,000	5
Recharges/ reallocation	34,600	6
TOTAL	<u>281,000</u>	

Notes to accompany the budget:

1. Grant is confirmed and covers the department's work, but has no other restrictions.
2. Based on 4 full-time staff: 1 x 49,000 per year; 3 at 41,000. 4 part-time staff at 14,000 per year. All figures include employment taxes.
3. Desks and filing cabinets for new office. Replacement of one computer (2,000).
4. 9 international flights at 600 each and 5 internal flights at 200 each.
5. Annual training event in June. Short training courses for 2 staff at 50 each.
6. Recharges figure based on the department's share of rent, electricity and cleaning costs. (Made up of the total cost for organisation, divided between departments on the basis of staff numbers.)

3.2 Budget monitoring

The purpose of budget monitoring is to measure how closely the actual income and expenditure is to what was planned. The 'budget' and 'actual' figures are therefore compared and any differences highlighted. The statement presenting this information is known as a 'budget and actual statement'. However this statement can be called a 'finance report', a 'variance report' or the 'management accounts'.

These reports should be produced as quickly as possible after the end of the year (or an activity) to enable the monitoring of performance and to identify (and if possible rectify) areas that are significantly different from the budget.

An example of the expenditure section of a budget and actual report for the first three months of the financial year, starting 1 April, is shown below.

BUDGET AND ACTUAL STATEMENT FOR THE 1 APRIL TO 30 JUNE 2005.			
ITEM	BUDGET (3 MONTHS)	ACTUAL EXPENDITURE (3 MONTHS)	VARIANCE (3 MONTHS)
	R000s	R000s	R000s
Staff costs	57,000	60,194	(3,194)
Equipment	2,500	1,873	627
Airfares	1,600	200	1,400
Training	500	1,927	(1,427)
Recharges/ reallocation	8,650	0	8,650
TOTAL	<u>70,250</u>	<u>64,194</u>	<u>6,056</u>

Variance is a difference/deviation in the budget. This may be caused by under-expenditure or overspending. () Indicate that the variance is overspent.

Possible reasons for the over/under spending might be:

- The staff costs are higher because extra staff have been appointed or overtime has been permitted. Knowledge of the organisation and comparing the calculations to the original notes in the budget would help to explain the reason. It is unusual for staff costs to exceed the budget significantly as it is relatively straightforward to predict what staff will cost. Further investigation would find the reason and how to avoid the budget being overspent for future periods.
- Some of equipment may have been purchased during these three months but the invoices have not all been processed. As a result, the actual expenditure could be lower than expected. Other reasons might be that the equipment was not actually required or that a discount has been obtained.
- Budgeted airfares have not all been used or perhaps some will be used later in the year. The invoice for some flights may not have been paid or staff may have found more economical ways to travel.
- Training costs may be high as a result of extra staff being employed. An explanation from the budget notes in Figure 1 is that one large training event was held in June rather than smaller events throughout the year. This would indicate a poorly planned budget. As the timing was known when the budget was prepared, it would have been preferable to include the whole expenditure in this three month period, rather than spread the total over each month of the year.
- This 'recharge' is the department's share of the total cost. As a result of it being paid from another budget initially and then transferred, it typically takes longer for the actual expenditure figure to be included in the department's budget. It may be included only once or twice a year rather than every quarter. However if included in the next three months, it will be for the two quarters' amount!

Notes should be added to this budget and actual statement, in a similar way to the budget example illustrated previously, to explain why there are differences. This would help staff within the organisation and anyone else who uses the statement.

The most important part of monitoring a budget is to determine whether any action is needed. It may be that:

- There is no action to take
- The budget for the next three quarters may need to be changed, if this is possible
- The activity level may need to be reduced, for example costs controlled, or increased, if for example, a programme is not making as much progress as planned.

The person responsible for managing the budget must take this decision.

Improvements can be made to the presentation of the budget and the actual statement by including columns for:

- The total budget for the year
- The budget for the year to date
- The year to date income/expenditure
- Commitments not included in the actual
- Variances between budget and actual
- Variance percentages, to highlight significant differences.

Written notes on the statement are also essential. If notes are completed when the budget and actual statement is prepared, this is a good way to develop the financial systems and more importantly, enables those receiving the statement to see what is happening.

3.3 Budget review

This takes place towards the end of the year, leading into the following year's budget planning stage. It gives an opportunity to:

- evaluate the effectiveness of the organisation's objectives
- learn from past experience and decide how to make use of this knowledge
- implement any organisational policy changes
- identify better ways of performing the same tasks
- examine alternative methods of budgeting.

The behavioural aspects of budgeting

Budgeting is said to be primarily about planning but it is also about human relations. Good inter-personal skills are essential to make the most out of the budgeting process – in involving people, in agreeing targets to be set, in motivating staff and in monitoring the results and achieving any corrective action that is necessary.

Budget 'games' are sometimes played by those setting budgets, particularly if the organisation judges performance (sometimes even their salary!) on how well staff has kept within the budget.

4. Financial controls

It is essential that financial systems are designed to make sure that as few mistakes as possible are made, and the potential for theft is minimised.

A qualified accountant or auditor may be needed to ensure that good financial systems are in place, but it is the managers and governing body, who must see that the basic rules are followed.

In small organisations, most of the responsibility for internal controls is likely to rest with individual managers, supported by a finance officer and possibly an auditor. In large organisations a more structured approach is often adopted. This is likely to include a finance committee and even an audit committee or some form of internal audit.

4.1 Internal controls

Clear written internal control procedures are important because they help to ensure that everyone is aware of the required systems. Policies and procedures can be agreed and developed over time. However, it is important to keep all these statements together in one place and make them available to all, especially to new managers, staff and volunteers. In *Financial Management for Development* (2000), John Cammack identifies the following categories of controls:

Organisational structure

Managers should have an overview of the organisation, as well as knowledge of its day-to-day activities. The governing body and/or staff management team must clearly define the allocation of responsibilities to each member of staff (paid and voluntary). Staff should perceive the management as being effective in its control of resources.

- There should be written policies and procedures to deal with financial and management issues, to which all staff have access.
- There should be a system to identify staff members who are not performing adequately. This could be a part of an annual review of each staff member's actual tasks, their job descriptions and an identification of their training needs.
- All staff must be suitably qualified for the work they do - it is essential that financial staff have the correct training and experience. Evidence of qualifications should be seen when a person is appointed.
- A system for identifying potential organisational problems is also needed. An annual audit can provide this. The *audit report* and *management letter* should be acted upon promptly by the governing body and staff.

Budgetary controls

Budget monitoring is a key method of ensuring that the objectives of the organisation are achieved. An annual budget should be prepared and regular comparisons of the budget and actual statement made and reviewed by senior management. Notes explaining any differences should be produced by the person responsible for the budget and attached to the budget and actual statement. Those responsible should make sure that action is taken when large differences occur.

Cash budgeting is an excellent way of ensuring that there will be enough money available when it is needed.

Accounting records

Accurate and up-to-date accounting records should be kept, with transactions recorded as they happen. Regular summaries of the accounts in the form of budget, budget and actual reports and annual financial statements should be presented to the governing body.

Accounting records will be reviewed as part of the annual audit, and action taken by staff and the governing body to follow up the auditors' recommendations.

If funding is from external donors, it is essential that the accounting system enables the donation and its related expenditure to be accounted for separately. The records should be able to provide any financial reports required by the donor.

Incoming funds

There is an element of risk in the actual receipt of all funds. Incoming mail, for example, if likely to contain cheques, should be opened in a secure place in the presence of more than one person. Cash may be received regularly and numbered receipts should be available and issued for this. All cash or cheques received should be recorded immediately.

Internal controls may be weak when fund-raising is through public collections. Similar controls to mail opening are required, with more than one person present when money is counted. If this is a major part of an organisation's activities, further advice should be sought from a professional accountant or auditor, to minimise the risk of misappropriation.

A senior person independent of those responsible for incoming funds, should make regular checks to ensure that the income records are accurate.

Expenditure controls

Some of the key controls for expenditure relate to *authorisation*. This ensures that there is a paperwork system, often called a payment voucher system, which requires a senior person to authorise expenditure *before* it is made. These vouchers can then be checked later by an auditor.

An authorisation system consists of one or more named staff who are given authority (possibly by the governing body) to authorise expenditure up to a certain limit. More senior staff are often given a higher level of authority.

The person authorising expenditure should be different from the one who prepares and signs the cheques. In small organisations this can be difficult, but is still required. Again the advice of a professional accountant or auditor may be needed.

A useful check against accidentally paying an amount twice is to insist that all payments to suppliers be paid only with the *original* invoice. This is both a safeguard against error and when a creditor has mistakenly or deliberately sent two invoices.

Purchase controls

Orders for goods and services should only be placed through the official ordering system, using numbered order forms. Orders of more than a specified amount, for example the equivalent of US\$200, should be subject to a formal ordering procedure where at least three quotes are obtained before an order is accepted. In some situations this may be difficult to follow, but a strict procedure ensures that there is transparency in an area where there could be potential for misappropriation.

Invoices should be matched against the original purchase order and the quality and quantity of goods received, checked on arrival. The invoice and purchase order can be kept together to help avoid any duplicate payment. There should be a regular stock-take of goods held.

Bank accounts

Bank accounts provide a key control for any organisation. It is essential that these rules be closely followed.

- A bank account should be registered in the name of a group or organisation - never in the name of an individual.
- Arrange with the bank that all requests for withdrawals (for example cheques) are to be signed by two named people. It is sometimes more practical to say 'any two signatories from three named individuals'. The bank should be informed that a senior staff member only, can approve any changes in the signing arrangements, preferably one who is not a regular signatory to the account.
- If the finance officer is involved in the preparation of cheques, s/he should not also be a bank signatory.
- Cheques should be written for as many payments as possible, to avoid holding large amounts of cash.
- Never sign blank cheques. If there is no alternative (extremely rare) make sure the name of the payee is included and a limit set on the amount payable. Some banks will allow a phrase such as 'amount not to exceed five hundred ...' to be written on the face of the cheque.
- Banks can be asked to speak with specified staff within the organisation to verify any cheques above a certain limit or that appear unusual, before they are charged to the account. This is an added safeguard to protect against fraud.
- Money received should be deposited into the bank as often as practical. This is especially important before weekends and holidays when it is unwise to leave large amounts of cash on the premises.
- Large amounts of income should be transferred directly to the bank account.
- Prepare regular reconciliation between the bank statement and the organisation's own records, each time a bank statement is received or the pass book is updated. A senior member of the staff or the governing body should regularly review this.
- Cheque books should be kept in the safe or a secure place.
- It is advisable to hold as few accounts as possible. The larger the number of accounts and banks, the more difficult it is to ensure effective control.

Cash transactions

Cheques and bank transfers should be used in preference to cash for the majority of transactions, but when cash is used the following rules should be kept.

- Cash must be held in a secure place, for example a lockable tin, which is kept in a safe or locked cupboard. It is possible to obtain insurance to cover the holding of cash in many countries.

- Only one person should be responsible for the cash at any one time. When there is a change of person, both should agree the cash balance and both sign against the figure in the cash book.
- The person handling the cash is often known as the cashier. They should, if possible, be a different person from the one dealing with other accounting records.
- All cash items received or paid should be recorded in a cash book, as soon as possible after the transaction has taken place.
- Pre-printed numbered receipts bearing the organisation's name, should be issued for any cash received. The top copy is given to the person paying the cash and a duplicate copy retained by the person receiving it. When money is paid out by the organisation, a receipt should be requested and kept along with any other paperwork relating to the transaction.
- Large or unusual payments should be authorised by a senior person. It is usual to set a limit beyond which the cashier should obtain written approval.
- A senior person should count the cash weekly (if possible) and agree it to the balance of cash recorded in the cash book. It is common for the person counting the cash to draw a line and initial the cash book. This avoids differences occurring and the cashier is seen to be honest.
- The cashier should monitor the amount left in the cash account and alert a senior member of staff if this becomes low.

Physical controls

Access to valuable items, for example stock, vehicles or computers should be limited to authorised staff. A complete record of items owned (an inventory) should be kept and updated regularly as a safeguard against theft and for accurate accounting. All items should be registered in the organisation's name rather than that of an individual.

Stores records should include entries for purchases, usage and the balance remaining, so that the physical stock can be counted and agreed. In addition:

- All premises and stores must be kept secure.
- If possible insurance cover should be arranged for valuable items owned.
- A policy should be written about the use of organisational assets by staff (for example vehicles used for private mileage).
- A useful check for larger organisations is to make sure that all the employees on the payroll actually exist and no extra salaries are being drawn!

Debtor controls

Invoices should be issued promptly for all goods or services supplied and copies retained and filed to enable reminders to be sent, if the debt remains unpaid. The member of staff responsible should follow up debts after approximately one month of non-payment. It is useful to do this each month. Debts that remain unpaid after two months (or whatever time period is appropriate for the situation) should be followed up with a personal letter or telephone call.

If the debt is unpaid after three months, it is worth visiting the debtor personally, and taking legal action (if the amount of the debt justifies this). It is worth considering not dealing with debtors who regularly delay payment. Discounts sometimes encourage prompt payment.

Separation of duties

'Separation of duties' is a principle affecting all areas of internal control. It aims to prevent errors and theft by ensuring that one person is not responsible for the whole of any transaction. Separate the tasks, for example the authorisation of a payment, and signing a cheque for that payment, so that different people complete each part. This makes fraud more difficult.

Small organisations do not always have sufficient staff for work to be separated adequately. It is then necessary for someone else to be involved on an occasional basis. For example, cash could be counted when an outside member of staff visits, or a firm of accountants or auditors (if available in the locality) could be asked to make random checks.

The fact that it is a small organisation should not provide an excuse for having inadequate internal controls. It is rather a reason to be creative about the ways of implementing them. However it may be necessary to consult a qualified accountant to establish these procedures.

Session 5.1 – Management of meetings

Aim

To learn how to manage meetings effectively

Outcome of this session

By the end of this session participants will be able to:

- Understand and practice the management of meetings
- Develop an agenda for a meeting
- Know how to take minutes of the meeting

Key points

1. A well-prepared and organised agenda is an important tool for helping groups hold orderly, efficient meetings.
2. To conduct a good meeting people have to be prepared well, agenda and documentation have to be send in advance
3. Chairs do not control the outcome of the meeting, but they are responsible for ensuring that the meeting has an outcome that everyone understands clearly
4. Minutes record the decisions of the meeting and the actions agreed. They provide a review document for use at the next meeting so that progress can be measured

Materials and handouts

5.1.1 Handout and worksheets on managing meetings

Handout 5.1.1: Management of meetings

Exercise 1:

Develop the agenda for a meeting of a group of senior managers of a Provincial Aids Consortium where the objective is to chalk out a plan for celebrating World Aids Day in collaboration with the relevant agencies of United Nations.

1. The meeting agenda: a powerful tool

A well-prepared and organised agenda is an important tool for helping groups hold orderly, efficient meetings. An organised agenda is not thrown together in a few minutes. Thought and planning are necessary to develop an agenda that provides meaningful information but does not become a lengthy narrative document. In addition, a carefully prepared agenda can influence the outcome of a meeting.

A meeting agenda may be relatively brief and sketchy or longer and more informative. No matter its form, a good agenda helps members prepare for the meeting, and during the meeting, it helps participants follow the order of business and provides a place to take notes.

The following aspects are essential to developing a good meeting agenda:

- Determine the level of attention appropriate for each agenda item. Questions to consider include these: Will an announcement be sufficient? Will discussion be in order? Will a vote be required?
- Carefully consider the order of topics on the agenda. It is important to plan how much time to allocate for each agenda item, particularly if the group has specific start and end times. List those items that require immediate attention first, in case time runs short.
- Indicate on the agenda which group member is responsible for each agenda item, what outcome is needed or possible, and any background information that will help members understand the issues involved.

2. Managing meetings effectively

Exercise 2: Role play

Five volunteers are needed for this group role play.

The group setting

The five of you in the group represent people working together as part of a Provincial Aids Consortium. You are meeting to plan celebrations for the 'World Aids Day', which your organisation is planning to celebrate with great verve and visibility.

The directions

The facilitator will give each group member a set of directions for him / her to follow. You are not allowed to share these instructions with other members of the group.

Managing meetings effectively

A good meeting is a wonderful, rare thing. Brief to the point, interesting, everyone has chance to have his or her say and no one dominates. You leave it thinking, "I wish there were more meetings like THAT one in my life." You know that you were important in that meeting and that meeting was important to you!

Why is a good meeting so rare? It is because, like anything, it takes work to make a good one and lots of practice and a little art to make a truly great one. But since all community groups are built on an endless stream of meetings, it's important to make them good.

Whether we are talking about a public meeting where 500 people are expected or an office meeting for 15, there are certain basic guidelines that should help improve your meetings.

Start on time. This is a courtesy to those who bothered to get there at the stipulated time and sets a tone from the start that your group means business. It also creates a good habit.

Start with introductions, which will help people – especially new people – know who is at the meeting. Even old members may not remember each other's names – use nametags if you can. If it is a big public meeting, introduce the group's speakers and leaders. Try group introductions. The purpose is to get people to feel comfortable and involved.

Review the agenda. Every meeting – even an impromptu meeting among a handful of people – should have an agenda. Everyone should have a copy or the agenda should be written on a chalkboard. An agenda keeps a meeting focused and allows the chair to stop an unrelated discussion. The key is making sure everyone has an opportunity to influence and approve the agenda before you start. Simply go through it step-by-step and ask if anyone has additions.

Make sure each person has an opportunity to participate. If you don't plan for this, folks will either break in and disrupt the proceedings, or will leave feeling that they were merely spectators. This will make them much less likely to come to the next meeting. Have a time when people can talk about the problem by relating their experiences and/or discussing possible solutions. However you accomplish it, plan for people to participate.

Set an ending time, and stick to it. A road seems longer if you don't know when it will end. If we've agreed to meet for 90 minutes, I know we're halfway done after 45. If, after an hour and 10 minutes we've still got two topics to cover, this is the time to ask the group what they want to do: add a specific amount of time to the meeting or take up one or both items at another time.

Make some rules, and keep to them. Somebody once said that to make a meeting effective, "it is necessary to restrain the individual somewhat, as the right of an individual...to do what he pleases, is incompatible with the interests

of the whole. Where there is no law, but every man does what is right in his own eyes, there is the least of real liberty." Understand that a rule which is not followed once loses its force.

Chair the meeting. When done right, this is work. It involves listening closely to those who are talking and being aware of those who are being silent. It requires the self-control to stay out of a discussion on the merits of the topic and the boldness to interrupt the speech-maker if his or her time is up. And it takes the ability to understand and summarize a discussion. The most important thing to remember is that chairs do not make decisions – they just make sure decisions get made. Chairs do not control the outcome of the meeting, but they are responsible for ensuring that the meeting has an outcome that everyone understands clearly.

Finish one thing and then move on to the next. A meeting that jumps around makes people jumpy. The chair should summarize the outcome of item 3, then move the meeting on to item 4. It is certainly possible to decide not to decide yet, but that should be made clear as well.

Get a specific response if your meeting has an outsider who you're trying to get to do something. Give them a chance to say yes or no to your requests. A group of concerned citizens met with the Nazim of the city. Their group was very new and so was their organiser. They pressed hard, told their story, complained loudly – and then moved on to the next item. They never asked for, nor did they receive, a response. They left very frustrated and the officials got off the hook. The chairperson should have stopped after each specific request and asked the Nazim for an answer. The organiser should have made sure this happened.

End with a review of the decisions reached and assignments made. It's a good idea to keep track of tasks and decisions as you go along, listing the task, the person who will do it and the date for completion, then copy this and pass it out to those with assignments.

Set up the next meeting before you leave. This should be the last item on any agenda. It gives everyone a sense of continuity and makes deadlines easier to set. It's also infinitely easier to figure out a good meeting time when everybody's present instead of over the phone.

3. Minutes of the meeting

Minutes record the decisions of the meeting and the actions agreed. They provide a record of the meeting and, importantly, they provide a review document for use at the next meeting so that progress can be measured - this makes them a useful disciplining technique as individuals' performance and non-performance of agreed actions is given high visibility.

The style of the minutes issued depends on the circumstances - in situations of critical importance and where the record is important you may need to take detailed minutes. Where this is not the case, then minutes can be simple lists

of decisions made and of actions to be taken (with the responsible person identified). Generally, they should be as short as possible as long as all key information is shown - this makes them quick and easy to prepare and digest.

It is always advisable to issue minutes as soon as possible, preferably within 3-4 days, after the end of the meeting.

Taking minutes – useful tips

- Ensure that all of the essential elements are noted, such as type of meeting, name of the organisation, date and time, venue, name of the chair or facilitator, main topics and the time of adjournment. For formal and corporate meetings include approval of previous minutes, and all resolutions.
- Prepare an outline based on the agenda ahead of time, and leave plenty of white space for notes. By having the topics already written down, you can jump right on to a new topic without pause.
- Prepare a list of expected attendees and check off the names as people enter the room. Or, you can pass around an attendance sheet for everyone to sign as the meeting starts.
- To be sure about who said what, make a map of the seating arrangement, and make sure to ask for introductions of unfamiliar people.
- Don't make the mistake of recording every single comment. Concentrate on getting the gist of the discussion and taking enough notes to summarize it later. Think in terms of issues discussed, major points raised and decisions taken.
- Use whatever recording method is comfortable for you, a notepad, a laptop computer, a tape recorder, a steno pad, or shorthand. It might be a good idea to make sound recordings of important meetings as a backup to your notes.
- If you are an active participant in the meeting, be prepared! Study the issues to be discussed and have your questions ready ahead of time. If you have to concentrate on grasping the issues while you are making your notes, they won't make any sense to you later.
- Don't wait too long to type up the minutes, especially while your memory is fresh. Be sure to have the minutes approved by the chair or facilitator before distributing them to the attendees.

Session 5.3 – Evaluation

Aims

- To evaluate the course in terms of contents, objectives and expectations fulfilled, as well as in facilitation
- To close the course

Learning objectives

At the end of the session the participants will be able to:

- Express their opinion on the course and its facilitation

Key points

1. Evaluation of a training course is very useful for participants, to enable them to reflect on their expectations and share comments; and for the facilitators, to improve on their performance and the contents of the course

Materials and handouts

5.3.1 Evaluation form

5.3.2 The form provided in session 1.1 Please assess at which stage you are now for each of the aspects in the self assessment form and give the form to the facilitator.

Handout 5.3.1: Evaluation form

Your evaluation comments will be used to review and adapt the module and its implementation, where necessary. We appreciate your time and effort to provide this important feedback.

1. In general: did the training meet your expectations? Was the training relevant for you? Did you learn useful new things? Please explain.

The objectives of the training were as follows:

At the end of the training the participants are able to:

6. Explain the concept of organisation and the different components that make up an organisation
7. Explain and apply the principles and functions of management and specify the role and responsibilities of managers
8. Use strategies to conduct meeting effectively and manage time
9. Explain the elements of human resources management and apply strategies to improve the functioning of these elements
10. Understand the concepts of basic financial management to work more effectively with financial managers in the organisation

2. Did the training meet all of the objectives? Please explain.

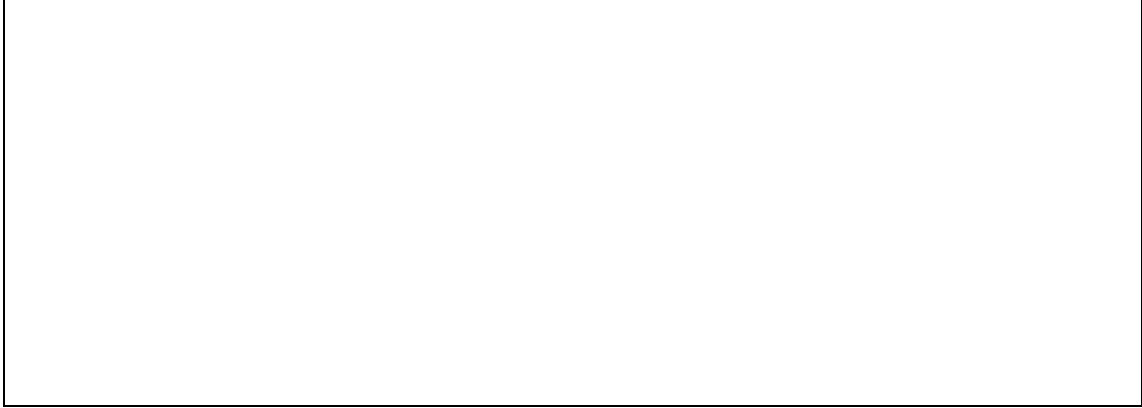
3. Which sessions/topics were most useful or did you like most? Why?

4. Which sessions/topics were least useful or did you like least? Why?

5. Which topics did you miss and need to be included? Why?

6. Do you feel the facilitator was well prepared for its tasks (with regard to contents, methodology and group dynamics)? Please make suggestions for improvement.

7. Please write here any other comment or suggestion you may have.



THANK YOU!