

Capacity Building Toolkit on Organizational Management–Module I

For Community Based Organizations



Acronyms

CB	:	Capacity Building
CBO	:	Community-Based Organization
EC	:	Executive Committee
FSW	:	Female Sex Worker
GB	:	General Body
NGO	:	Non-Government Organization
MIS	:	Management Information System

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Section A

NEED FOR THIS TOOLKIT

A. Aim of this Section

This section provides a description of the need and purpose of this toolkit. This will help facilitators in facilitating the CB sessions.

Need for this Toolkit

A.1 What is the Need for this Capacity Building Toolkit?

One of the more effective strategies in development seeks to promote members owned and managed community based organizations (CBOs) to implement programs meant for the community members. In the current context, a number of NGOs are facilitating the formation and strengthening of CBOs. In the many cases, NGOs are constrained by a lack of resources and direction. In this endeavour, one of the key requirements is to strengthen the managerial skills of the leaders of the CBO. In this context, this module (first module) on organizational management aims to strengthen the leadership of the CBO.

A.2 Note on Module I

This module focuses on strengthening the skills of CBO members in areas of conceptual understanding and organizational management. The second module for organizational management ¹ should be conducted after this module is conducted. However, based on the need of the CBO members and the stage of organizational development, Module-II can be conducted first. This toolkit is meant for CBO leaders. Participants should be selected both on the basis of hierarchy and geographical representation. The executive committee or board of directors should participate in this workshop.

A.3 What is the Purpose of this Toolkit?

This toolkit seeks to build the capacity of FSWs to manage their own CBO and to strengthen it for future sustainability. For achieving these objectives, the toolkit covers areas, such as, concept of CBOs, roles of CBOs, and organizational management.

A.4 What Methodology is Used in the Toolkit?

The tools and processes used in the toolkit seek to maximize participation and create personal awareness through insight. Methods useful for participants with varying levels of literacy are used. Good facilitation skill is required for the participatory methodologies used.

A.5 How Much Time is Required for Using the Toolkit?

The toolkit takes three days to complete. The timing of the capacity building sessions should take into account the convenience of the participants. For example, rescheduling of whole-day in-house sessions into half-day sessions is possible.

A.6 Is this Toolkit Field-Tested?

The toolkit was field tested at Rajahmundry in 2008, among female sex workers. In order to support facilitators in carrying out the CB program, some of the outputs and experiences are presented through lists (in boxes) in the sessions and activity sheets.

Bohidar, N., Swami, G. A., Ramakrishna Y., Santosh, S., Satyanarayana, K.L., Schroeder, J., Mukherjee, G. & Sool, J. Capacity building Toolkit on Organizational Management-Module II, CARE, New Delhi, 2009

Section B

PLANNING AND PREPARATION

B. Aim of this Section

This section describes the planning and preparation required prior to the conduction of this toolkit. The section also provides the broad contents to be covered and the description of the methodology. Facilitators need to read this section, before planning for the capacity building sessions.

B.1 Preparation for Conducting the Toolkit

B.1.1 What Background Preparation is Needed?

It is important to (a) select an appropriate facilitator, (b) appropriate community resource persons and (c) provide capacity building with available materials for a successful implementation of the toolkit. Consultations with FSWs of the area are necessary to enable a proper understanding of local issues and to determine the best way for organizing the program.

B.1.2 Who Should Conduct the Capacity Building Toolkit?

- An experienced facilitator (from either the community ² [FSWs] or non-community member) should facilitate this program.
- The age of the facilitators must be 18 years or above.
- The community facilitators should have been associated, atleast for one year, with a community based organization (CBO). She should be trained community member, who has experience of involvement in CBOs.
- The facilitators should have access to up-to-date project information and on any initiative established for the community in the area.
- The facilitators should be willing to conduct the program.
- Atleast one non-community facilitator needs to be present during the capacity building program.

B.1.3 When to Conduct the Program?

- The ideal time for conducting the program is during the day time, preferably between 10 a.m and 6 p.m.
- Week days are best for conducting the CB program.
- This capacity building program should not clash or overlap with other important events or capacity building programs.

B.1.4 Where Should the Program to be Conducted?

- A venue located in the center of the town is ideal so that the participants find it easy to commute.
- The hall for capacity building program should have space for the required number of participants.
- The hall should have good ventilation.
- The hall should not have heavy fixed furniture.
- The hall should have comfortable seating arrangements.
- Catering arrangements for the participants is required.
- Proper bathroom facilities should be available at the training venue.

B.1.5 What are the Materials Needed for this Toolkit?

The curriculum requires a minimum of materials. Facilitators should have the following:

- Small pieces of paper (for participants to write on)
- Large pieces of paper (chart paper)
- Marker pens
- White board for writing, or a wooden board for flip charts, or any classroom writing board
- Photocopied handouts as mentioned in the activity sheets
- Condoms
- Dildo (model of penis)
- Video CDs on networking, advocacy activities by CBOs
- TV and CD player or computer (required for a few hours)

In addition, some materials are required for specific sessions. The facilitator should go through the CB session outline and plan accordingly.

B.1.6 What Precautions Need to be kept in Mind?

Some of the precautionary measures that have to be taken care of prior to and during the capacity building program are:

- Relevant materials (if required) should be ready before the start of the sessions.
- Photocopy of relevant handouts and activity sheets should be ready.
- Photocopy of the session evaluation sheets and self-assessment sheets should be ready before the session starts.
- Difficulties in commuting may deter participants from getting involved in the capacity building program. Necessary support for travel wherever required should be made.
- Stay arrangements for the participants should be ready, in advance.
- In order to avoid administrative glitches, arrange for food (catering) arrangements, hall and other payments such as per diems, prior to the start of the sessions.
- Plan the capacity building program along with the organization, which will be hosting or taking the lead in arranging the CB program.
- Facilitators should assure confidentiality regarding the entire process of the program and must maintain confidentiality about any matter spoken by participants in relation to their personal lives. The facilitators should also emphasize the need for maintaining confidentiality by the participants themselves.

² Experienced and trained community members for this purpose are available with Naari Saksham at Rajahmundry, Andhra Pradesh, India.

B.2 Guidelines for Conducting the Toolkit

B.2.1 General Guidelines

- Group size: A group of 15-20 participants is an ideal size.
- Preparation: It is essential for the facilitators to go through the toolkit carefully as a group before conducting it with the participants.
- Stock taking: The group of facilitators must meet at the end of each day to take stock of the day's proceedings. A good analysis of this will help in understanding whether the methods and processes are followed or not, as well as to plan for the next sessions.
- Recording the session output: Output can be recorded using large pieces of card or paper. This will be useful in participatory analysis. Digital recording of generated output, as and when possible, is helpful. The non-community facilitator should put together a structured report based on the outputs.
- The toolkit is a guide and not a set of rules: The toolkit facilitates reflection, encourages learning, and prepares for action.
- The toolkit should be facilitative and empowering; not extractive: The toolkit attempts to facilitate reflection and learning which leads to action. The purpose of the program is not to generate data about the community, not connected to the CB program objectives. To use this toolkit for extracting data will defeat its purpose.

B.2.2 Guidelines for Facilitators

- Some guiding principles should be to look, listen and learn. Facilitate. Do not dominate. Do not interrupt. When people are interacting with each other during activities, let them focus without disturbance.
- Give adequate time. Participants should be given ample time to think and discuss.
- Accept mistakes. We all make mistakes and do things badly some times. Do not hide it; share it.
- In order to ensure that everyone participates, ask yourself who is being asked and heard, and what is being seen, and where and why, and who is not being asked and heard, and what is not being seen, and where and why?
- Relax. Do not rush. Allow unplanned time for participants to walk and wander around.

- Discuss in detail the session output (the map, the list, or the diagram).
- Ask about what you see. Investigate whatever is different or unexpected.
- Use the six helpers—who, what, where, when, why, and how?
- Ask open-ended questions.
- Show interest and enthusiasm in learning from people. Be sensitive to people.

B.2.3 Guidelines for Conducting Role-Plays

Dramatic enactment or role-play is a particularly compelling and effective technique for presenting a situation. A brief dramatic presentation reveals not only the problem but also the context in which it exists. The advantages of role-plays are:

- Role-plays allow for safe rehearsal of skills and activities, and provide practical options for real-life situations.
- Participants are able to experience the activities and to relate theory to practice.

While role-plays serve as a good learning methodology, conducting them requires skill and caution. Some of the guidelines for the facilitator are as follows:

- Introduce the activity to the participants with a clear explanation of the objective of the exercise and the desired output.
- Explain clearly the theme or situation around which the enactment is proposed.
- Clarify any queries or doubts raised by the group.
- Find out if anyone is uncomfortable or unwilling to participate.
- Further, if any participant chooses to opt out of the exercise, allow her or him to do so.
- Communicate clearly the time allotted for preparation and enactment.
- While the groups are preparing, be around to clarify any doubts and queries.
- Watch out for any discomfort among the participants at all stages of the exercise.
- The effectiveness of a role-play depends on the discussions emanating from it. The facilitator is required to channelize this discussion to meet the objective of the exercise.
- Ensure that efforts put in by the participants are recognized.
- Summarize the outputs of the session after the presentation and discussion on the role-plays.

B.2.4 Guidelines for Conducting a Group Discussion

A group discussion, in the context of this tool, is a verbal interaction between the group members (may or may not include the team of facilitators) on a specific theme or situation. Group discussions may involve the entire group or smaller subgroups. Depending on the situation, the role of the facilitator is as follows:

- Ensure participation by all members of the group.
- Give the participants the maximum room to express their ideas and opinions.
- Unobtrusively moderate the discussion so that it remains within the framework of the exercise.
- While leaving room for the expression of diverse opinions remain constantly alert for signs of disruption and moderate effectively.
- Take note of and bring up relevant points in further discussions.
- Address myths and factual inaccuracies that come up during the discussion.
- Adhere to the allotted time and facilitate timely closure.
- Reiterate the conclusions emerging from the discussions, and steer the process forward.

- When conducting discussions among small groups, ensure that the group's report to the larger group to exchange their findings, and further develop their ideas.

B.2.5 Guidelines on the Use of "Brainstorming"

Brainstorming is a technique, involving both the facilitator and the group, for generating innovative and creative ideas. It is useful for gaining an overview of a subject, and helps in narrowing down concepts into practical ideas. Often, solutions that do not normally occur to people emerge during brainstorming in a group. The technique stimulates everyone to participate and gives the facilitator an idea of the experience of the group. It is also useful in generating an exhaustive list for focusing of discussions. It allows expression of the maximum amount of experience, and ideas in a minimum amount of time. The facilitator must take care to ensure that all participants get an opportunity to express themselves.

B.2.6 Guidelines for Evaluating the Capacity Building Program

The CB program seeks to evaluate the outcomes of the program through a mix of methodologies and tools. These are listed below:

Name of tool	Description
Pre-test and Post-test tool	The pre-test and post-test tool captures some knowledge level questions that are measured after the sessions are over
Descriptive evaluation tool	The assessment tool seeks to understand the overall quality of the CB program as assessed by the participants.

PART ONE

Section C

CAPACITY BUILDING

C. Aim of this Section

This section of the toolkit presents the sessions of the capacity building program. The sessions are in a particular sequence. The sequence is important as it allows the participants to understand the concepts in a gradual manner.

C.1 Outline of Capacity Building Sessions

# C.2	Session #	Topic	Materials Required	Time	Page #
C.2		Sessions			16
		Day One			
C.2.1	Session 1	Introduction by the Facilitator		5 minutes	16
C.2.2	Session 2	Icebreaker		45 minutes	17
C.2.3	Session 3	Expectations	<ul style="list-style-type: none"> • Chart Paper 	15 minutes	18
C.2.4	Session 4	Ground Rules	<ul style="list-style-type: none"> • Chart Paper • Pen 	15 minutes	19
C.2.E.1		Pre-Test for the Capacity Building Program	<ul style="list-style-type: none"> • Activity Sheet 15A: Pre-test and Post-test Questions 	1 hour	20
C.2.5	Session 5	Concept and purpose of CBOs	<ul style="list-style-type: none"> • Chart Paper • Pen • Activity Sheet 1: Vicious Cycle Diagram • Activity Sheet 2 : Case Study 	1 hour	21
C.2.6	Session 6	Services by the CBOs	<ul style="list-style-type: none"> • Chart Paper • Pen 	40 minutes	23
C.2.7	Session 7	Essential Features of an Organization	<ul style="list-style-type: none"> • Chart Paper • Pen • Activity Sheet 3 : Essential Features of an Organization 	1 hour and 5 minutes	24
C.2.8	Session 8	Structure of the CBOs	<ul style="list-style-type: none"> • Chart Paper • Pen • Activity Sheet 4: Different Structures 	40 minutes	25
C.2.9	Session 9	Roles and Responsibilities of the Executive Committee and the Board of Directors		1 hour and 20 minutes (for two activities)	26
C.2.9.1	Session 9: Activity 1	Hierarchy within an Organization	<ul style="list-style-type: none"> • Chart Paper 	25 minutes	26
C.2.9.2	Session 9: Activity 2	Roles and Responsibilities of the Executive Committee and the Board of Directors	<ul style="list-style-type: none"> • Chart Paper • Pen • Activity Sheet 5: Key Features Related to the Board of Directors and Executive Body Members • Activity Sheet 6: Summary of Functions and Roles 	55 minutes	26

C.1 Outline of Capacity Building Sessions

# C.2	Session #	Topic	Materials Required	Time	Page # 29
		DAY TWO			
C.2.10	Session 10	Key Features of the General Body Meeting	<ul style="list-style-type: none"> • Chart Paper • Pen • Activity Sheet 7: Key Features of the General Body Meeting 	50 minutes	28
C.2.11	Session 11	Communication	<ul style="list-style-type: none"> • Chart Paper • Pen • Activity Sheet 8: Diagram for Successful Communication. • Two identical sets of objects (10 in number in each set and objects , such as , a notebook , a pen , a vegetable ,a handkerchief , a stone , a match box , a leaf , a cup , a jug , and a newspaper) 	50 minutes	30
C.2.12	Session 12	Conflict Resolution		2 hour and 15 minutes	31
C.2.12.1	Session 12: Activity 1	Why do Conflict Arise?	<ul style="list-style-type: none"> • Chart Paper • Pen 	35 minutes	31
C.2.12.2	Session 12 : Activity 2	Unresolved Conflict	<ul style="list-style-type: none"> • Chart Paper • Pen 	25 minutes	32
C.2.12.3.	Session 12 : Activity 3	Conflict Resolution	<ul style="list-style-type: none"> • Chart Paper • Pen • Activity Sheet 9:Different styles of Conflict Resolution • Activity Sheet 10: Steps in Conflict Resolution 	1 hour and 15 minutes	32
C.2.13	Session 13	Decision Making	<ul style="list-style-type: none"> • Chart Paper • Pen • Activity Sheet 11: Ways of Decision-making within a Group • Activity Sheet 12 : Democratic Decision-making 	1 hour	34
C.2.14	Session 14	Leadership	<ul style="list-style-type: none"> • Chart Paper • Pen 	45 minutes	35
C.2.15	Session 15	Participation	<ul style="list-style-type: none"> • Chart Paper • Pen 	1 hour	37

C.1 Outline of Capacity Building Sessions

# C.2	Session #	Topic	Materials Required	Time	Page # 39
		DAY THREE			
C.216	Session 16	Visioning	<ul style="list-style-type: none"> • Chart Paper • Pen 	3 hour and 25 minutes (for three activities)	38
C.2.16.1	Session 16 : Activity 1	Strengths of the CBO Members	<ul style="list-style-type: none"> • Chart Paper • Pen 	1 hour	38
C.2.16.2	Session 16 Activity 2	Strength of the CBO	<ul style="list-style-type: none"> • Chart Paper • Pen 	1 hour and 25 minutes	38
C.2.16.3	Session 16 : Activity 3	Vision Statement	<ul style="list-style-type: none"> • Chart Paper • Pen 	1 hour	39
C.2.17	Session 17	Linkages with Other Institution	<ul style="list-style-type: none"> • Chart Paper • Pen 	1 hour	40
C.2.18	Session 18	What is Financial Management?	<ul style="list-style-type: none"> • Chart Paper • Pen • Activity Sheet 13: What is Financial Management 	30 minutes	41
C.2.19	Session 19	Why is Financial Management Important?	<ul style="list-style-type: none"> • Chart Paper • Pen 	30 minutes	42
C.2.20	Session 20	Major Functions in Financial Management	<ul style="list-style-type: none"> • Chart Paper • Pen • Activity Sheet 14:Major Functions in Financial Management 	30 minutes	43
C.2.E.2		Evaluation Session	<ul style="list-style-type: none"> • Chart Paper • Pen • Activity Sheet 15A: Pre-test and Post-test Questions • Activity Sheet 16: Descriptive Evaluation of the program 	1 hour and 10 minutes	44

C.2 Sessions

DAY ONE

C.2.1 Session 1: Introduction by the Facilitator

Name of Activity: Introduction by the Facilitator

Type of activity: Self-introduction

Time: 5 minutes

Facilitator's Note

The facilitator may begin the session with the following instructions:

“Good morning everybody, I am _____ (name of facilitator). We have come here today so that all of us can spend some time together to learn new things about ourselves. We will be playing some games and discussing different issues that are important to all of us. I also want to assure you that nothing that you say here will be repeated in front of anyone else. Any information you give, or your names, will remain confidential. Before we begin, we need to know each other. Shall we do that?”

C.2.2 Session 2: Icebreaker

Introduction:

Icebreakers are short activities that help familiarize persons unknown to each other so that they bond better and get the group going. It serves the purpose of creating a positive group atmosphere, breaks down social barriers, enhances interpersonal relationships, and energizes and motivates the group towards its objectives.

Objectives:

- Acquaint the group members with one another.
- Create a comfortable working environment.
- Make the participants comfortable (reduce their inhibitions and encourage active participation in the group).
- Maximize interactions.

Name of activity: Icebreaker

Type of activity: Interactive exercise

Time: 45 minutes

Materials: None

Methodology:

Step 1: The facilitator begins by introducing the activity. The participants are asked to introduce themselves by telling their names.

Step 2: The facilitator asks the participants to arrange themselves in alphabetical order by their first names. Then, groups of two are formed of adjoining persons.

Step 3: The people in groups ask each other the questions mentioned below.

What do you like or dislike about your name?
What is the meaning of your name?
Is there a nickname that you like or dislike?
What do you want to be called by your friends?

Step 4: Then, the facilitator requests the participants to introduce their partner to the rest of the group.

Step 5: Then, the facilitator asks the participants about the purpose and usefulness of the activity.

Step 6: Finally, the facilitator summarizes the responses for the participants.

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 1 minute
- Step 2: 7 minutes
- Step 3: 5 minutes
- Step 4: 20 minutes
- Step 5: 7 minutes
- Step 6: 5 minutes

C.2.3 Session 3: Expectations

Aim of the session:

Prior to starting the sessions, it is important to understand the expectations of the participants from the program. This helps the facilitators to understand specific outputs that the participants may have on their mind.

Objectives:

- Understand outputs that the participants have on their mind.
- Enhance participation of the participants, in the CB program.

Name of activity: Expectations

Type of activity: Listing

Time: 20 minutes

Materials:

- Chart Paper
- Writing Paper

Methodology:

Step 1: The facilitator begins by distributing small cards to all the participants.

Step 2: The facilitator asks each participant to write two expectations from the capacity building program. In case most

of the participants are illiterate, the facilitator asks each participant to think of two expectations.

Step 3: The facilitator asks each participant to speak out the expectations that they have thought about.

Step 4: As the participants speak out their expectations, the facilitator lists them down in a chart paper. The facilitator tries to categorize the expectations and avoids duplication while writing.


Step 5: After all the participants have spoken, the facilitator summarizes the expectations and informs the participants about the objective of the capacity building program (listed below).

- Participants gain an in-depth understanding on Community Based Organizations.
- To enable the participants to understand the systems and principles in managing the Community Based Organizations.
- Participants acquire necessary skills and capacities to perform the roles and responsibilities assigned to them in the CBOs.

Step 6: The facilitator talks about the expectations, which may remain unmet.

Facilitator's Note:

Time management: the facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 2 minutes
- Step 2: 
- Step 3: 10 minutes
- Step 4:
- Step 5: 5 minutes
- Step 6: 3 minutes

C.2.4 Session 4: Ground Rules

Aim of the session:

Prior to starting the sessions, it may be necessary to have ground rules for the capacity building program in a participatory manner.

Objectives:

- Enhance participation of the participants, in the CB program.
- Ensure a smooth and orderly conduct of the program.

Name of activity: Ground Rules

Type of activity: Listing

Time: 15 minutes

Materials:

- Chart paper
- Pen

Methodology:

Step 1: The facilitator begins by asking the participants to list the rules by which all participants will abide by during the capacity building program.

Step 2: The facilitator lists down the rules in a chart paper and puts it in a place, which is visible to all participants.

Facilitator's Note

The facilitator may facilitate certain basic ground rules such as respect for all participants, not to interrupt any other speaker and waiting for turn to speak.

C.2.E.1 Pre-Test for the Capacity Building Program**Name of activity:** Pre-test questions**Type of activity:** Assessment**Time:** 1 hour**Materials:**

Activity Sheet 15A: Pre-test and Post-test Questions

Methodology:

Step 1: Distribute the pre-test questions to all the participants. Read out the questions (as written below) so that everyone understands them.

Step 2: Ask each one of them to write down their responses to the questions. In case the participants are largely illiterate, the facilitator divides the participants into groups and asks the groups to answer

the questions in small groups. The small groups then present the answers. Ensure that at least one literate person is present with each sub-group.

Step 3 Collect the responses.

Facilitator's Note

Time management: The facilitator needs to manage the time well.

The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 10 minutes
- Step 2: 45 minutes
- Step 3: 5 minutes

C.2.5 Session 5: Concept and Purpose of CBOs

Aim of the session:

The purpose of the session is to help the participants to analyze the societal structures and norms that mediate the social and economic conditions of the community. The session seeks to discuss the problems faced by the community and to convey the message that reducing vulnerabilities is possible if the community are able to mobilize their strengths, skills and resources and by working together as an institution.

Objectives:

- Identify the various factors leading to exclusion of the FSW community and making them vulnerable.
- Understand how group action through CBOs can help the community to break out of the vicious circle of vulnerability and exclusion.
- Arrive at a common understanding on the concept and need of CBOs.

Name of activity: Concept and Purpose of CBOs

Type of activity: Brainstorming

Time: 1 hour

Materials:

- Chart Paper
- Pen
- Activity Sheet 1: Vicious Cycle Diagram
- Activity Sheet 2: Case Study

Methodology:

Step 1: Ask the participants, “Why have you formed CBOs?”

Let the participants discuss the issue. List the answers in a chart paper. Some of the indicative answers are given below:

- Mobilize the combined strength
- Awareness generation
- For availing rights and entitlements
- Protection from police exploitation
- Common forum for discussing problems
- Recognition in society
- Credit and savings services
- Health services

Reduced discrimination
Increased understanding on HIV/AIDS
Services and support to PLHAs
Increased understanding on the STIs
Promoting health seeking behavior
Reduced threats from criminals
Increased awareness on the legal aspects
Increased attention on health services and care
Self confidence
Support to vulnerable people
Increased capacity and communication
Pressure for better services
Attitudinal changes in stakeholders
Secured feeling

Step 2: As the list is generated, the facilitator categorizes the points into three overarching themes that can be the major objectives of a CBO. The themes are mentioned below.

- Collective strength to bargain for the rights and entitlements (Jana Balam)
- Increased awareness through learning and sharing (Bidhi Balam)
- Access to resources (Dhana Balam)

Step 3: Ask the participants to discuss each of the points that they listed in step 1. Ask the following questions for each of the points. List the answers in terms of cause and effect relationships or in a vicious cycle diagram. An example of the diagram drawn in similar exercise with FSWs is given in activity sheet.

Why are these points important?
What will be achieved if this is carried out?

Step 4: The facilitator explains, "It is not just economic power, which determines our position in the society. In any society, the position of community depends upon the strengths and vulnerabilities it has. This is determined by a number of factors, such as, ideology, unequal power equations, and laws. FSWs suffer from exclusion and discrimination, because they are either

³ For more on concept of CBOs, refer to the module II: Bohidar, N., Swami, G. A., Ramakrishna Y., Santosh, S., Satyanarayana, K.L., Schroeder, J., Mukherjee, G. & Sool, J. Capacity building Toolkit on Organizational Management-Module II, CARE, New Delhi, 2009

considered as “bad women” or as “victims”. They are either thought to be without individuality or denied individuality. As a result, they become more vulnerable to exploitation and diseases.”

Step 5: The facilitator distributes a case study and narrates it (mentioned in activity sheet). The facilitator asks the participants to list the reasons why Rashmi faced such problems. The participants are also asked to discuss the usefulness of the CBO in this case study.

Step 6: After the discussion, the facilitator asks the participants to discuss about the CBO. The facilitator asks, “What is a CBO?” The participants discuss the issue and the facilitator lists the key points on a chart paper. During the discussion, the facilitator refers to the definition given below.

“ CBO is a group of people, having common traits, occupation or interests and belonging to a specific geographical area, organized or working together to achieve

some specific objectives through a set of norms to benefit its members ”.

Facilitator's Note

The facilitator can play a 5-minute game on the prudence of acting together, by using the simple example of breaking a single twig and a bunch of twigs.

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 10 minutes Step 2: 5 minutes
- Step 3: 20 minutes Step 4: 5 minutes
- Step 5: 10 minutes Step 6: 10 minutes

C.2.6 Session 6: Services by the CBO

Aim of the session:

The aim of the session is to create common understanding among the participants on the services to be provided by the CBOs. The session shall describe the services that can be provided to the members of the CBO.

Objective:

- Enhance understanding on the scope and feasibility of the CBOs to provide services to the members.

Name of activity: Services by the CBO

Type of activity: Brainstorming

Time: 40 minutes

Materials:

- Chart paper
- Pen

Methodology:

Step 1: The facilitator asks, “Based on the previous session, please list all the services that you think a CBO can provide?” The facilitator lists the services that are discussed by the participants. During the discussion the facilitator refers to the list mentioned below.

- Health related services (condoms, referrals, medicines support)
- Support to vulnerable sex workers
- Protection related services includes protection from family, police, rowdies, and neighbours
- Social support services (addressing women trafficking, building respect for sex workers)

- Legal services
- Ensuring access and utilization of government programs
- Financial services (Savings, Credit)
- Insurance

Step 2: Based on the list generated in step 1, ask the participants to discuss each point based on the questions given below:

- Details of services in each category
- Which of these services are relevant to the FSWs?
- What are the resources required to ensure those services to the CBO members?
- What is the approximate finance requirement for those activities?

Step 3: Ask the participants to indicate the services that the CBO is currently providing and the services that the CBO can provide in the next two or three years.

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 10 minutes
- Step 2: 20 minutes
- Step 3: 10 minutes

C.2.7 Session 7: Essential Features of an Organization

Aim of the session:

The session aims at to enhance understanding about the need for a strong organization. The session aims to foster a common understanding on the essential features of an organization. Understanding these features and strengthening these will result in a strong and self-reliant organization, to sustain much beyond any project timeframe

Objectives:

- Understand the rationale for the CBO to become self-reliant and independent.
- List the essential features of a self-reliant institution.

Name of activity: Essential Features of an Organization

Type of activity: Brainstorming and Group Work

Time: 1 hour and 5 minutes

Materials:

- Chart paper
- Pen
- Activity Sheet 3: Essential Features of an Organization.

Methodology:

Step 1: Ask the participants to list the manner in which the CBO is dependent upon the NGO. Refer to the indicative outputs mentioned below:

Project

- Funds for carrying out activities
- Salaries or honorarium to field staff
- Technical support

Organization

- Support for formation and registration of CBO
- Support in visioning and goal setting
- Support in facilitating elections

Step 2: The facilitator encourages the participants to discuss the issue in further detail by asking the following questions. List the answers in a chart paper.

- Why are we dependent?
- By becoming so dependent, are we not letting the NGO decide everything for us?
- Should we remain dependent in future as well?

Step 3: The facilitator explains, "A CBO should have an identity of its own. Just as it is in the very nature of a child to grow more independent of its parents (who cannot support the child forever), it should be in the very nature of the CBO to grow. As children, we rely heavily on adults for our basic needs. As we grow older, with experience and support we gradually become more self-reliant. However, as adults we do not live in isolation, there is still a high degree of interdependence between us. Therefore, the CBO should become self-reliant and independent of the NGO, on its own terms and schedule."

Step 4: Ask the participants to list the organizations that they think are strong. Some of the indicative answers are mentioned below.

- Bank
- Local Government (Panchayat)
- Health Department
- NGO
- Church

Step 5: Divide the participants into four groups. Ask the groups to discuss on the following questions:

- Why do you think that they are strong?
- Can you list the qualities for which they are considered strong organizations?

Step 6: The groups present their findings. During the presentation, the facilitator lists the key points, without trying to repeat the features.

Step 7: After the presentation, the facilitator distributes the activity sheet and describes the essential features of an organization.

Step 8: After the presentation, ask participants to relate the essential features mentioned with the features of their own CBO.

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 10 minutes Step 2: 5 minutes
- Step 3: 3 minutes Step 4: 5 minutes
- Step 5: 7 minutes Step 6: 20 minutes
- Step 7: 10 minutes Step 8: 5 minutes

C.2.8 Session 8: Structure of a CBO

Aim of the session:

It is essential to have clarity on the structure of the CBO and understand the hierarchies within it. Some fundamental tiers or hierarchies are similar to all organizations, the name used and the functions for each can vary with contexts. This session seeks to enhance understanding on the structure of the CBO.

Objective: participants have a common understanding on the structure of the CBO.

Name of activity: Structure of a CBO

Type of activity: Role-play and Brainstorming

Time: 40 minutes

Materials:

- Chart Paper
- Pen
- Activity Sheet 4: Different structures

Methodology:

Step 1: Ask the participants to think that they constitute all the members of the CBO (if there are 400 members in their CBO, the participants act as though they are the 400 members).

Step 2: based on their understanding of the CBO, they should arrange themselves according to tiers within the organization. The facilitator displays the activity sheet to give a broad idea about the hierarchies within an organization. The participants arrange themselves in tiers.

Step 3: The participants are asked to give the names of the different tiers. The facilitator distributes activity sheet on different structures and tiers used in different CBOs to enable the participants to understand that in all the cases there is a hierarchy, though the names of the tiers may be different.

Step 4: The facilitator asks each tier to talk about themselves based on the questions mentioned below.

- What are the key features of the tier?
- What relationship do they have with the other tiers?
- Which tier is more powerful? Why?

Step 5: The facilitator lists the points mentioned by the participants.

Facilitator's Note

This session can be conducted in an open space, if that is available and convenient.

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1 and 2 : 15 minutes
- Step 3: 5 minutes
- Step 4 and 5 : 20 minutes

C.2.9 Session 9: Roles and Responsibilities of the Executive Committee and the Board of Directors

Aim of the session:

It is essential to have clarity on the roles and responsibilities of various tiers in the CBO. Often roles and responsibilities of the office bearers and board of directors are blurred which results in duplication of roles. The session aims to distinguish the different tiers exists in the CBO such as general body, core committee, and executive committee with clearly defining the roles and responsibilities.

Objective:

- To clearly define the roles and responsibilities of the CBO executive committee and board of directors.

Time: 1 hour and 20 minutes (for two activities)

C.2.9.1 Session 9: Activity 1

Name of activity: Hierarchy within an Organization

Type of activity: Role-play and Brainstorming

Time: 25 minutes

Materials:

- Chart Paper
- Pen

Methodology:

Step 1: The facilitator asks the participants the importance of hierarchy in an organization. The facilitator asks, "Is it necessary to have a hierarchy in the organization?" "Is it necessary to have different tiers in an organization?" The participants discuss it and the facilitator lists the key points emerging from it.

Step 2: The facilitator asks the participants to think of a traditional joint family. The facilitator says, "Imagine this joint family. In this joint family, members of three generations are living together. According to their family tradition, one member looks after agriculture and another looks after the milk business. The rest of the members of this joint family assist them in looking after the household affairs, bringing up children, collection of firewood, and other household chores. They take day-to-day decisions while carrying out their activities. However, on important issues, it is the elders of this joint family that take decisions."

The facilitator continues, "The head of the family has administrative control on matters such as: financial transactions like acquiring movable or immovable properties. Apart from this, they take the responsibility of fostering relationships with important persons in the society. Even though at times, they elicit the opinion of other members of

the family, the head takes the final decision. Once a decision is taken, the family members abide by such a decision." The facilitator further asks the participants to reflect and discuss whether such situations are common in joint families.

Step 3: The facilitator asks, "Can anyone tell about the similarities and dissimilarities between a joint family and an organization?" The facilitator asks the participants to list the similarities first and the dissimilarities, which is listed on a chart paper. Refer to the illustrative list mentioned below:

Similarities

- There is a specific body (called either the board of directors or the executive body) which takes all major decisions.
- There is division of labor and responsibilities.
- Everyone works for the common good.

Dissimilarities

- Unlike the head of the family, the board of directors is answerable to the general body and has to seek its approval periodically.
- Unlike the head of the family, the board of directors has to adhere to the laws and regulations of the CBO.

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 7 minutes Step 2: 8 minutes
- Step 3: 10 minutes

C.2.9.2 Session 9: Activity 2

Name of activity: Roles and Responsibilities of the Executive Committee and the Board of Directors

Type of activity: Brainstorming

Time: 55 minutes

Materials:

- Chart Paper
- Pen
- Activity Sheet 5: Key features related to the Board of Directors and Executive Body Members
- Activity Sheet 6: Summary of Functions and Roles

Methodology:

Step 1: Distribute activity sheet on the key features and statutory provisions related the board of directors and the executive committee. Discuss each of the points mentioned in the activity sheet in brief, unless asked to explain further. The main points in the activity sheet are given below:

Key Features

- Elections of the Directors of the Board
- Number of the Members of the Board
- Qualification and Disqualification of Directors of the Board
- Qualifications
- Disqualifications

Administrative Powers and Responsibilities

- Membership
- Election and Removal of Office Bearers or Executive Body Members
- Policy Formulation
- Providing Services

Supervision of the Society

- Conducting Meetings
- Conducting Annual General Body Meetings
- Meetings of Board of Directors
- Review of Membership in the CBO
- Constitution of Sub-Committees

- Mobilization of Funds
- Utilization of Funds
- Maintenance of Bank Account
- Maintenance of Accounts
- Preparation of Plans
- Audit of Accounts
- Internal Audit
- Remuneration to the Directors of Board
- Keeping the Records Available

Step 2: Based on the discussion in step 4, ask the participants to recap the key functions of the board of directors. Distribute and refer to activity sheet on summary of functions and roles.

Step 3: Based on the discussion in step 4, ask the participants to recap the key responsibilities of the executive committee. Refer to the activity sheet on the responsibilities of the executive committee members.

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 35 minutes
- Step 2: 10 minutes
- Step 3: 10 minutes

C.2 Sessions

DAY TWO

C.2. 10 Session 10: Key Features of the General Body Meeting**Aim of the session:**

The session aim is to enhance understanding on the centrality of the general body in planning, implementing, monitoring, and evaluating the CBO activities. General body consisting of all members should have the final say in all the matters related to the CBO as it needs to evolve into members owned and managed institution. General body meeting is the crucial event wherein members exercise their control over the CBO activities. This session aims at to emphasize the process to be followed in the GB meetings of the CBO.

**Objectives:**

- Explain the importance of the General body in CBO.
- Describe the process to be followed for conducting the general body meeting

Name of activity: Key Features of the General Body Meeting

Type of activity: Brainstorming

Time: 50 minutes

Materials:

- Chart Paper

- Pen
- Activity sheet 7: Key Features of the General Body Meeting

Methodology:

Step 1: The facilitator asks the participants to discuss about the general body meeting. The facilitator asks the questions mentioned below during the discussion.

- Who constitute the general body?
- Why should they meet?
- What is the importance of the general body meeting?
- What will happen if the meeting does not take place?
- What are the features of this meeting?

Sep 2: The facilitator distributes the activity sheet on the general body meeting. The facilitator discusses the key features mentioned in the activity sheet for a common understanding of the participants. The headings of the key features are mentioned below.

Introduction

- The General body
- Representative body
- The importance and significance of the general body
- The general body meeting when and where

Advance measures for conducting the meeting

- Deciding the date
- List of eligible members
- Selection of venue, arrangement
- Notice for the meeting
- The meeting process
- Role of the Chairperson in the meeting

Step 3: Ask the participants, "What are the key principles of a meeting?" The facilitator lists the key points and refers to the points mentioned below:

Meetings can be informal or formal. They are ideal opportunities for individuals to get together to discuss issues of common concern and to make decisions. Meetings are necessary to discuss views and resolve issues. Managers should plan meetings well, so that they are taken seriously.

If you are planning a meeting, consider the following:

- All staff members, volunteers should be informed about the meeting (by word-of-mouth, emails, notice board, etc)
 - Provide details of the venue and time
 - Ensure that all necessary records and equipments are available at the meeting
 - Distribute the agenda of the meeting on time, so that everyone attending will know what to expect
 - Prepare an attendance register and other relevant documents before the meeting
 - Evaluate the meeting venue and its conditions.
- Keep a record of the meeting in writing which is called a minute.

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 15 minutes Step 2: 20 minutes
- Step 3: 15 minutes

C.2.11 Session 11: Communication

Aim of the session:

The purpose of this session is to support participants to communicate effectively with each other as members of a group and to improve the quality of interaction between CBO members, external institutions, and stakeholders.

Objectives:

- Describe and demonstrate principles of successful communication
- List norms for successful communication in a CBO
- List norms for successful communication with institutions and individuals outside the CBO

Name of activity: Communication

Type of activity: Brainstorming and Game

Time: 50 minutes

Materials:

- Chart Paper
- Pen
- Activity Sheet 8: Diagram for Successful Communication
- Two identical sets of objects (10 in number in each set and objects, such as, a notebook, a pen, a vegetable, a handkerchief, a stone, a matchbox, a leaf, a cup, a jug, and a newspaper).

Methodology:

Step 1: The facilitator asks the participants, "What is communication?" The participants discuss the issue and the key points are listed by the facilitator on a chart paper. Refer to the key points on communication given in the box below:

Key points about communication:

- Communicating messages and promoting specific ideas.
- Ensuring that the receiver of the message understands the message.
- Using different methods such as speaking, reports, articles and presentations.

Step 2: The facilitator asks the participants to talk about effective communication. The facilitator asks, "How can we know that a communication is successful?" The facilitator lists the points during the discussion and refers to the points listed below:

1. Using language which the receiver can understand
2. Mutual acceptance and a non-critical attitude, listening attentively, and not just the words
3. Trust and transparency
4. Giving and receiving frequent feedback.

Step 3: Distribute the activity sheet to the participants and explain the diagram to the participants.

Step 4: Ask the participants to divide into two groups. Ask them to play a game based on the directions mentioned in the box below:

Expressers and Listeners:

Divide the participants into two groups. Give each group an identical set of 10 objects (like a notebook, a pen, a vegetable, a handkerchief, stones, matchboxes, a leaf, a cup, a jug, and a newspaper). The two groups can only hear each other and not see each other. You may use a curtain to separate them or they may be seated back to back. One person from the first group gives instructions to people in the second group to arrange the objects in a certain way and arranges them herself. It is important that they do not see what the other is doing.

The second group must listen to the instructions and arrange the objects in the way in which they have been instructed but they are not allowed to seek clarifications. At the end of the game compare the arrangements of the two groups and note the difference. If there is a difference between the two arrangements in the first round play the game again, but this time the second group can ask for clarifications.

Message: Feedback is vital.

Step 5: The facilitator asks the participants to list the norms for successful communication during meetings. The facilitator lists the points mentioned and refers to the points mentioned below during the discussion.

Norms for successful communication in the CBO:

- A circular seating arrangement helps in democratic communication
- Unless only one person speaks at a time there is chaos and noise
- If people indulge in side-talk, the rest of the group is distracted
- Everybody should be given a chance to voice his or her opinion.
- All important discussions and all decisions in the meeting must be documented

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 5 minutes Step 2: 7 minutes
- Step 3: 10 minutes Step 4: 20 minutes
- Step 5: 8 minutes

C.2.12 Session 12: Conflict Resolution

Aim of the session:

The purpose of this session is to generate awareness amongst participants that conflict is natural in any group, that it will arise in the CBO and that it is possible to discuss conflict openly and to resolve it. Unresolved conflict may result in a situation where each person suspects the other and refuses to listen or share. This module also attempts to develop basic conflict resolution skills in the participants. These skills will be further built up as the group gains experience in handling conflict.

Objectives:

- Explain that conflicts are natural and inevitable in the lives of the individuals and groups
- Explain why unresolved conflicts are harmful to the CBOs
- Describe the different approaches in conflict resolution

Time: 2 hours and 15 minutes (for three activities)

C.2.12.1 Session 12: Activity 1

Name of activity: Why do Conflicts Arise?

Type of activity: Brainstorming and story telling

Time: 35 minutes

Materials:

- Chart Paper
- Pen

Methodology:

Step 1: The facilitator reads out a story (mentioned below):

Maya's story:

Maya is an eighteen-year-old woman. She is an orphan and earns her living by working in the house of a large landowner by the name of Shankar. Early one morning, a boy comes to her with a message that her fiancé, Ramesh, is very ill and on the verge of death. His only chance of recovery lies in getting good nursing and adequate care. He works in an estate separated from the mainland (where Maya works) by a large lake full of crocodiles.

To reach her fiancé, Maya needs 20 rupees for the boat charges to cross the lake. Maya does not have the money and asks the boatman, Bhima, to take her across the lake free of charge. He offers to oblige but only if Maya agrees to have sex with him. Maya cannot stomach this idea.

The next day, Maya approaches Shankar for a loan. He refuses saying he cannot afford to pay for anything other than her food and shelter, Maya then asks her friend Sandhya for the money. She does not respond and walks away. Left with no other option, Maya agrees to have sex with the boatman. He then ferries her across the lake.

Ramesh is in a bad shape. Slowly, Maya nurses him back to health. One day, after his recovery, he casually asks Maya how she managed to cross the lake. She tells him the entire story. Ramesh is outraged and throws her out of his hut saying he does not want to marry a girl who has lost her honor. Downcast, Maya slowly makes her way back to her village. Anil, a passerby, noticing her misery, asks her what has happened. She pours out her heart to him. Anil is furious with Ramesh. He heads towards the estate with a stick in hand to punish Ramesh.

Step 2: The facilitator asks, "In this story, who is right and who is wrong?" The facilitator asks each participant to give her/his opinion. The facilitator notes that the participants give different answers to the question posed. The facilitator asks, "Why is it that our views on this story differ?" The participants discuss the question. The facilitator refers to the key points mentioned below during the discussion.

- Differences in background, perception, needs or attitudes
- A lack of mutual trust
- Poor communication
- Lack of openness to each other's view

Step 3: The facilitator explains, "No two people in the world are alike. Differences may arise between people with different life experiences, attitudes, and expectations. These differences often result in disagreement, which may create conflict in the group. Conflicts are natural and inevitable in the life of a group. Poor communication and a lack of mutual acceptance and trust can reinforce conflict."

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 5 minutes Step 2: 25 minutes
- Step 3: 5 minutes

C.2.12.2 Session 12: Activity 2

Name of activity: Unresolved Conflict**Type of activity:** Brainstorming**Time:** 25 minutes**Materials:**

- Chart Paper
- Pen

Methodology:**Step 1:** The facilitator reads out a story (mentioned below).**The Cows, the Lion, and the Jackal**

In a forest long ago, three cows were great friends. A lion in the forest wanted to eat the cows. However, whenever he tried to hunt the cows they fought him together, and managed to repulse his attacks. One day, a cunning jackal (also hungry but not strong enough to hunt on his own) promised to help the lion so that he can hunt the cow. Slowly, but surely, the jackal spread mistrust amongst the cows. One day, the lion attacked one of the cows, and the others did not come to its rescue. That night the lion and the jackal had a good meal. Soon, the other cows were hunted down too.

Message: Conflict, arising out of mistrust, if unresolved is harmful to all.

Step 2: The facilitator asks, "What is the message from the story?" The participants may provide a variety of responses. The facilitator should pick out the message, which states "conflict if unresolved, is harmful to all".

Step 3: The facilitator asks, "Can you mention an instance when a conflict was left unresolved in your community or CBO?" The participants talk about some of the issues that they can recall.

Step 4: The facilitator asks, "What can be the implications of not resolving conflicts quickly in the CBO?" The facilitator lists the key points from the discussion and refers to the points listed below:

- Group dynamics within the CBO
- Outsider's interference and exploitation
- Poor functioning of the group

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 5 minutes Step 2: 5 minutes
- Step 3: 7 minutes Step 4: 8 minutes

C.2.12.3 Session 12: Activity 3

Name of activity: Conflict Resolution**Type of activity:** Brainstorming and role-play (fish bowl)**Time:** 1 hour and 15 minutes**Materials:**

- Chart Paper
- Pen
- Activity Sheet 9: Different Styles of Conflict Resolution
- Activity Sheet 10: Steps in Conflict Resolution

Methodology:

Step 1: Ask the participants to form two groups. One group sits in the center of the room in a circle. The other group stands behind the first group and observes. The first group is given a problem. Example of a problem is given below and is read out.

In a CBO, one of the CBO leaders (Laxmi) accuses (and shouts at) the president of the CBO of neglecting her area and favoring the area that the president belongs to. She says that in a month two mobile health camps are held in the president's area while only one is held in her own area. The president along with some other members feel very bad, because they know that the mobile health camps are held on the basis of demand and case load and not on individual whims. When the next meeting takes place, the president and a couple of other members do not send the intimation to Laxmi on time, and she is not able to attend the meeting. Laxmi becomes furious and organizes a boycott of the mobile health camps in her area.

Step 2: The facilitator asks the first group to do a small role-play and try to resolve the conflict. The first group does a role-play whereby one person plays the role of Laxmi. The first group is given 10 minutes to prepare the role-play (in a separate room) and 10 minutes for the role-play.

Step 3: The facilitator asks the second group to do a small role-play on the same problem. This group is again given 20 minutes total to finish the role-play.

Step 4: The facilitator asks, "Was there a difference in the ways in which the two groups attempted to resolve the conflict?" "If there is difference, give reasons." The facilitator lists the points mentioned by the participants.

Step 5: The facilitator says, "Despite one's best efforts, conflicts cannot always be prevented from occurring. Once conflicts have occurred, different individuals have different styles of dealing with

conflict”. The facilitator distributes the activity sheet, and describes each style mentioned. The facilitator emphasizes the importance of each style in dealing with the problems. The problem-solving approach is generally recommended for problems.

Step 6: The facilitator asks the participants to list the various steps that are required for solving a conflict based on the role-play and from their experience. List the points mentioned by the participants. Distribute the activity sheet and describe each of the steps in detail.

Facilitator's Note

Time Management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 8 minutes
- Step 2: 20 minutes
- Step 3: 20 minutes
- Step 4: 7 minutes
- Step 5: 10 minutes
- Step 6: 10 minutes

C.2.13 Session 13: Decision Making

Aim of the session:

The purpose of this session is to communicate the importance of the consensus and collective decision making to the participants and to equip them with the skills involved in arriving at a consensus decision in the CBO. This session is essential as it seeks to develop a very unconventional form of decision making in our society-making decision the outcomes of thoughtful processes rather than by authority or tradition.

Objectives:

- Describe various ways in which CBOs arrive at decisions
- Spell out why collective decision making is essential in a CBO.

Name of activity: Decision Making

Type of activity: Brainstorming and Story-telling

Time: 1 hour

Materials:

- Chart Paper
- Pen
- Activity Sheet 11: Ways of Decision making within a Group
- Activity Sheet 12: Democratic Decision-making

Methodology:

Step 1: The facilitator reads out a story (given below):

Selling the Donkey

Once upon a time, a boy and his father set out to the market to sell the donkey. As they are walking along, a passerby asked them why neither of them was sitting on the donkey. The boy then rode on the donkey for a short distance. Soon another passerby commented on the callousness of the young boy riding while his father was made to walk. At this son dismounted and let the father ride on the donkey. A woman passes by and loudly lamented the sight of a grown man riding the donkey while his young son was being made to walk. At this son and father both rode the donkey together. Soon, a fourth passerby commented on how the poor donkey must be suffering with two people on its back. Hearing this boy and father carried the donkey on their shoulders. Soon they reached the river. As they were crossing the river, because the donkey was not in his normal height from the ground, saw a reflection of itself in the water, struggled with excitement, fell into river, and drowned.

Step 2: The facilitator asks, "What do we learn from the story?" The participants may provide a variety of responses. The facilitator should pick out the message, which states,

"It is important to be able to make decisions definitively together or others mislead us and we may be left with nothing".

Step 3: the facilitator reads out another story (mentioned below).

The Blind Men and the Elephant

This is a story of how five blind men who described an elephant. One man felt the trunk of the elephant and said, 'this animal is long like a snake'. The other person felt the ear and said, 'the animal is shaped like a plate'. Another felt the leg and said 'the elephant is like a pillar' and the last man felt the tusk and said "Why, the elephant is sharp and dangerous as a knife'.

Step 4: The facilitator asks, "What do we learn from the story?"

The participants may provide a variety of responses. The facilitator should pick out the message, which states, "Before reaching a decision it is important to take into account every body's view point or else can be misled by our own narrow perspective".

Step 5: Ask the participants, "What is a decision?" List the responses of the participants and refer to the list mentioned below:

- A conclusion
- An output of a discussion
- A judgment reached about an issue
- A choice

Step 6: Ask the participants, "How are decisions made or arrived at?" List the key points mentioned by the participants. Refer to the points mentioned in the activity sheet and describe each of the points. The facilitator emphasizes the importance of consensus as an effective method of decision-making.

Step 7: The facilitator explains that CBO members need to be cautious and make sure that the decision making process is a democratic one. In order to do that the facilitator explains the points mentioned in the activity sheet, which is distributed.

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 6 minutes Step 2: 6 minutes
- Step 3: 6 minutes Step 4: 7 minutes
- Step 5: 5 minutes Step 6: 15 minutes
- Step 7: 15 minutes

C.2.14 Session 14: Leadership

Aim of the session:

The purpose of this session is to generate awareness among the participants on the need for the leaders who trust and respect others, who have a vision, and who encourage everybody's participation in the CBO. This session seeks to strengthen the role of the CBO as a leader within the larger community as well. The session seeks to change the way leadership is expressed- from autocratic forms to consultative and just ones.

Objectives:

- Explain the need for leadership in CBO
- Describe various types of leadership styles
- Explain why the CBO promote leaders who trust and respect others, who have a vision, and who encourage everybody's participation in CBO

Name of activity: Leadership

Type of activity: Brainstorming and exercise

Time: 45 minutes

Materials:

- Chart Paper
- Pen

Methodology:

Step 1: Ask the participants, "Why is a leader or leadership needed in a CBO?" List the responses of the participants and refer to the points listed below during the discussion.

- Monitor and improve upon the CBOs performance
- Coordinate all the CBO's activities
- Nurture the group's interpersonal relationships
- Ensure that all members participate in CBO activities
- Take initiative in establishing linkages with external organizations
- Provide strategic direction to the group
- Represent the CBO in various organizations platforms
- Express and interpret CBO vision

Step 2: Carry out an exercise with the participants. Follow the steps mentioned below:

Take four glass tumblers and fill them with water. Put the four glass tumblers on a desk which can be seen by all. Ask

for a volunteer from the participants. The volunteer puts a pebble into the first glass, some water into the second, some wet clay in the third and sugar in the fourth. Ask participants to explain what happened in each case. The pebble represents an autocratic leader, who is dominating and does not mingle with the water (representing the members). Adding water to the second glass represents the effect of a laissez-fair leader in the group, there is no difference between the leader and the others in the group. Addition of the wet clay in the third glass represents the anarchic leader who often promotes chaos and dissidence in the group, making the clean water muddy. The CBO is harmed just as water gets muddy. The sugar in the fourth glass represents the democratic and participatory leader who mingles with the group, enhances its functioning by sweetening the water, but is invisible and functions like a genuine people's representative.

Step 3: The facilitator says, "As we say in the exercise, there are leadership styles. These styles are classified based on the behaviour and qualities of the leader. The facilitator explains the leadership styles as mentioned in the box below:

- The Autocratic leader: who imposes his own will with little concern for the members' needs, opinions, and preferences. Such a leader has great concern for accomplishing the task but little or no concern for the members.
- The Laissez-faire Leader: who has little or no concern for the task and at hand, but is concerned about the people, letting them act according to their own wishes.
- The Anarchic Leader is one whose organization seems be always having an argument and where everybody is the leader. An anarchic leader is negligent, promotes no mutual understanding in the group in fact often they promote dissidence
- The democratic Leader: is concerned both about the task and about the people. In the ultimate democratic tradition, the leadership function is shared between members of the group.

Step 4: The facilitator asks, "What are the factors that affect leadership behavior within a CBO?" or "What are the factors that hinder or support a democratic leadership?" The facilitator lists the key points emerging during the discussion and refers to the points mentioned below to enhance understanding.

- Within the leader: Is the leader convinced about sharing authority? Does she have confidence and trust in the rest of the group-a sense of security? What is her\ his value system?
- Within the group: Are members willing to take responsibility? Are they mature and interested? How cohesive is the group? Can they act together? What is the degree and level of involvement? Is there a sense of autonomy or of dependence?
- Within the situation: Is there a time constraint? What is the nature of the problem the group is working on? What is the intrinsic nature of the organization within which the group exists? What is the overall environment?

Step 5: The facilitator summarizes, "Thus, the leader must assume greater responsibility to be open, equal and accountable, humble, sensitive and committed. She must enable the group to identify and analyze issues of vital concern to the group, and as the group grows, share her leadership with other members."

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 10 minutes Step 2: 13 minutes
- Step 3: 10 minutes Step 4: 10 minutes
- Step 5: 2 minutes

C.2.15 Session 15: Participation

Aim of the session:

The session aimed at to discuss the important group process participation, which is crucial in any collective institution survival. Participation is the basis that binds the CBO; and needs to be built up in practice as new roles and responsibilities emerges in the CBO, which demand a higher state of participation. The session is aimed to motivate the participants to enhance the participation.

Objectives:

- Explain what participation is and why it is important for the survival of the CBO.
- Describe how different factors affect the participation of the members.

Name of activity: Participation

Type of activity: Role-play and brainstorming

Time: 1 hour

Materials:

- Chart Paper
- Pen

Methodology:

Step 1: Divide the participants into four groups. Ask each group to select a leader. Each group has to select a person who will act as one of the characters mentioned below. The time given for acting is 3 minutes for each act. Each group should decide what to enact and how to enact.

- A policeman
- A politician
- A pimp
- A client

Each group should have a volunteer who will be an observer. The observer will observe the levels of participation within the group. The key points for observing are given below:

- How much talking does the leader do, how much is done by the others?
- Who are questions usually addressed-to the group as a whole or to particular members.

- Do members appear interested, bored, apathetic, or self-conscious?
- Is formation of pairs and subgroups taking place and are they discussing issues other than those addressing the group task?
- Are quiet members being encouraged to speak?

Step 2: The role-play is carried out by the persons from the group.

Step 3: The observers from each team present their observations about the level of participation in each group. After the presentations, the participants discuss how different people participate differently within a group. While some can be termed as active participation, some can be termed as passive participation while others can be termed as non-participants.

Step 4: The facilitator explains, "Participation is a fundamental process within a CBO, because many of the other process depend upon participation of the various members. However, levels and degrees of participation vary. Some members are active participants talkative, demanding, and volatile, while others are more withdrawn, quiet, and passive. In essence, participation means involvement, concern for the task, and direct or indirect contribution towards the CBO goal. Participation by members is basic to the existence of any collective institution. If members do not participate, then CBO ceases to exist. However, this participation does not mean just physical presence or being vocal. Silent members could be listening very carefully. What needs to be identified and tackled are the members who are 'there but not there'-those who are indifferent and uninvolved. They can potentially damage the group."

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 15 minutes
- Step 2: 15 minutes
- Step 3: 20 minutes
- Step 4: 10 minutes

C.2 Sessions

DAY THREE

C.2.16 Session 16: Visioning

Aim of the session:

A vision is a picture of an organization in the long term. Every institution must possess a vision of its own, in order to direct its energies and bring about positive and sustained change.

Objectives:

- Clearly articulating the strengths of the CBOs
- Develop a clear vision for the CBO

Time: 3 hours and 25 minutes

C.2.16.1 Session 16: Activity 1

Name of activity: Strengths of the CBO members

Type of activity: Brainstorming and story telling

Time: 1 hour

Materials:

- Chart Paper
- Pen

Methodology:

Step 1: The facilitator asks, "Tell us the story of a time when you faced a challenge and were able to address it, something that you feel very of". Inform the participants that the focus of the story should be the quality or action that you feel proud of and not the problem. Therefore, the participants should talk more about those qualities and less about the problems.

Step 2: Ask each of the participants to share their story. During the story telling process encourage the participants by asking open-ended questions. Let participants reflect on the question and answer them.

Step 3: At the end of each story appreciate the narrator and ask, "What strengths did the narrator display in this story? What were the reasons for her success?"

Step 4: List the key strengths displayed by the narrator, on a chart paper. Encourage the group to appreciate the narrator again before asking the next participant to share her story. All the participants share their story.

Step 5: After all the participants have told their stories, read the list of strengths derived and encourage everybody to give an ovation to all the narrators.

Step 6: The facilitator explains, "Every human being has strengths. Therefore, every CBO will have strengths because a CBO consists of strong persons working together as a group. These strengths are inherent, and may not be entirely

dependent on the support of the CBOs. By telling stories of our past successes, we can discover the strengths each of us have."

Facilitator's Note

During the story telling, some of the participants may say that they do not have any story to tell. Encourage them to speak, ask them to think of any story in any sphere of their life.

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 5 minutes
- Step 2, 3, and 4: 45 minutes
- Step 5: 5 minutes
- Step 6: 5 minutes

C.2.16.2 Session 16: Activity 2

Name of activity: Strengths of the CBO

Type of activity: Brainstorming and Group work

Time: 1 hour

Materials:

- Chart Paper
- Pen

Methodology:

Step 1: Divide the participants into four groups. Ask the groups to answer the following questions. The groups discuss the questions.

- "Tell us about an event when the representatives of your group took on extra responsibilities to see that your group's goals are achieved." (to explore leadership)
- "Tell us about a story of a time when you were able to support a member when she was in great distress." (to explore mutual support, compassion)
- "Tell us about a story of a time or event when you felt your life changed for the better because you had joined the CBO." (to explore impact on lives)

Step 2: The groups present their findings. List the key strengths of the NGO from the presentations.

Step 3: The facilitator explains, "While individual CBO members have their own strengths, the CBO as a group has strengths of its own. Some of these are directly due to the strength of individual members, while some others are due to the unity of the group itself. These strengths contribute to the success of the CBO."

Facilitator's Note

Time management: the facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 20 minutes Step 2: 30 minutes
- Step 3: 10 minutes

C.2.16.3 Session 16: Activity 3

Name of activity: Vision Statement

Type of activity: Brainstorming and Group Work

Time: 1 hour and 25 minutes

Materials:

- Chart Paper
- Pen

Methodology:

Step 1: The facilitator asks, "What is a vision?" List the points mentioned by the participants and refer to the points mentioned below during the discussion.

Vision has been defined in numerous ways.

- As a dream
- As an achievable dream
- As a long term aspiration
- As a long term goal

Step 2: The facilitator says, "Everybody has a dream, an aspiration to achieve something or become somebody. Similarly, CBOs also should have a vision. The vision should be like a star guiding the CBO in all its actions." The facilitator shares another example (mentioned below).

A man planted a mango seed beside his house and took care of it until it grew big. As the mango tree matured, the man could pluck ripe mangoes from the terrace itself. This is an example of a vision, which he actualized by having a number of goals such as planting a seed and making it grow. He achieved those goals by carrying out a number of activities, such as, buying a seed, finding a right spot, digging a hole and planting it.

Step 3: The facilitator asks the participants to speak about two things that they think the CBO should achieve in the long term (5 to 10 years). Each of the participants talks about their ideas one-by-one. The facilitator lists the responses on a chart paper and avoids duplication.

Step 4: The facilitator divides the participants into four groups. Each group discusses each of the statements listed and is asked to do the following. Based on the prioritization, they should write the vision.

- Add to the list if they feel that some aspiration is missing.
- Prioritize the aspirations in terms of the below mentioned criteria.

Should bring change in the social position, human condition and the enabling environment.

Step 5: Each group presents their prioritized points and their vision for the CBO. The facilitator consolidates the prioritized points from all the groups on one chart paper. The facilitator writes the vision of each of the groups on one chart paper.

Step 6: The facilitator facilitates a discussion to finalize the vision, by merging the vision statements and based on the criteria mentioned below.

Should bring change in the social position, human condition and the enabling environment.

Step 7: The facilitator reads the draft vision statement and asks the participants for their comments. The facilitator reads the prioritized statements again to help the participants to finalize the vision.

Step 8: After there is agreement on the content of the vision, the facilitator facilitates the constructing of the vision statement. While constructing it, the participants are advised that vision statements need not be poetic. Vision statements can be a set of bulleted points as well. The final vision statement is written down. The participants are asked to review it again before finalizing it.

Step 9: The facilitator says, "Please remember the vision statement at all times and tell it to others as well. The vision statement should be written and displayed in the CBO office."

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 5 minutes Step 2: 7 minutes
- Step 3: 15 minutes Step 4: 10 minutes
- Step 5: 10 minutes Step 6: 20 minutes
- Step 7: 5 minutes Step 8: 10 minutes
- Step 9: 3 minutes

C.2.17 Session 17: Linkages with Other Institutions

Aim of the session:

The purpose of this session is to communicate to participants that no institution can function and survive in isolation, and also help build the networking skills of the participants.

Objectives:

- Explain why a CBO should link with other institutions.
- Analyze the current and potential CBO linkages

Name of activity: Linkages with Other Institutions

Type of activity: Exercise and Brainstorming

Time: 1 hour

Materials:

- Chart Paper
- Pen

Methodology:

Step 1: The facilitator asks the participants to list the reasons list in the reasons for which linkages should be formed with other institutions. List the key points mentioned and refer to the illustrative list mentioned below:

- Mobilize resource
- Share information
- Access health services
- Access government entitlements
- Access HIV testing, care, and support related services.
- Lobby for common good and common bargaining
- Build the capacity of the CBO members
- Take up mutually beneficial activities

Step 2: The facilitator asks the participants to carry out a Venn diagram to represent the CBOs current linkages. The methodology to carry out the exercise is mentioned below.

Venn Diagram for Analyzing Current Linkages:

Ask the participants to list out all institutions that they think it should have linkages with. Write the name of the

institutions on chart paper. Cut the chart paper into boxes or circles, with individual name of institutions on them. Each piece of paper should be one institution's name. The size of the pieces of the paper should be based on the importance of the institution. The more important the institution, the bigger the piece of paper on which it is written.

Write the name of the CBO on a piece of paper and place it in the center. Ask participants to place the pieces of paper with the name of institutions around it. The pieces of paper should be placed in relation to its closeness to the CBO. Closer the CBO with the institution, the closer it is placed from the CBO.

Analyze if the linkage with an important institution is weak.

Step 3: The facilitator asks the participants to carry out a Venn diagram to represent the CBOs potential and future linkages. The methodology to carry out the exercise is mentioned below.

Venn Diagram for Potential and Future Linkages.

Ask participants to place the various pieces of paper (with names of institutions written on it) as they would want linkages to be.

Ask the participants, "Develop an action plan around this diagram. How would the CBO work to strengthen the linkages with institutions, especially the important ones?"

Step 4: Ask the participants, "How can we enable the CBO build a better relationship with institutions which are important to the CBO but not close?" List the key points mentioned by the participants. The facilitator says that based on the outputs of the session, the CBO leaders need to prepare an action plans.

Facilitator's Note

Time management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 10 minutes Step 2: 30 minutes
- Step 3: 15 minutes Step 4: 5 minutes

⁵ Refer to Module II for a detailed session on goal setting and planning.

C.2.18 Session 18: What is Financial Management?**Aim of the session:**

Financial resources play a pivotal role in CBO or any organizational management. The CBO leaders should be well versed with the financial management aspects for effective and prudent use of financial resources. The current session aims to create understanding on the concept of financial management and the different aspects involved in financial management.

Objectives:

- The participants will enhance their knowledge about financial management.
- Participants will become familiar with various terms that are an integral part of financial management.

Name of activity: What is Financial Management?

Type of activity: Brainstorming

Time: 30 minutes

Materials:

- Chart Paper
- Pen
- Activity Sheet 13: What is Financial Management?

Methodology:

Step 1: Ask the participants about their thoughts on the term financial management. List the points in a chart paper. Explain to the participants, "Financial management is not just about keeping accounting records. It is an important part of program management and must not be seen as a separate activity left to finance staff. The CBO Financial management entails planning, organizing, controlling and monitoring the financial resources of the CBO to achieve its own objectives."

Step 2: Ask the participants to list the key components in financial management. List them in a chart paper. Explain to the participants based on the points mentioned below and the activity sheet.

- Managing scarce resources
- Managing risk
- Managing strategically
- Managing by objectives

Step 3: Ask the participants to recapitulate the key learning from this session.

Facilitator's Note

Time Management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 5 minutes
- Step 2: 20 minutes
- Step 3: 5 minutes

C.2.19 Session 19: Why is Financial Management Important?

Aim of the session:

The Aim of the session is to enhance understanding about the importance of financial management.

Objective:

- Participants understand the importance of financial management in effective CBO management

Name of activity: Why is Financial Management Important?

Type of activity: Brainstorming

Time: 30 minutes

Materials:

- Chart Paper
- Pen

Methodology:

Step 1: The facilitator shares a case study mentioned below.

In one organization, the managers were faced with a problem. They were told that three activities remained to be done in the year; however, there were not more funds. They called financial staff and wanted to know the reasons for this. They discovered that in a few of the activities carried out in the last few months; double was spent than what was budgeted.

Step 2: The facilitator asks the participants to discuss the case study and think of the reasons for which the CBO is in a problem. The facilitator lists the points mentioned. After the discussion the facilitator explains the points mentioned in the box below:

In many CBOs financial management is given a low priority. This is often characterized by poor financial planning and monitoring systems.

However, CBOs operate in a rapidly changing and competitive world. If their organizations are to survive in this challenging environment, managers need to develop the necessary understanding and confidence to make full use of financial management tools.

Good practice in financial management will:

- Support managers to make effective and efficient use of resources to achieve objectives and fulfill commitments to stakeholders;
- Help CBOs to be more accountable to donors and other stakeholders;
- Gain the respect and confidence of funding agencies, partners and those served;
- Give the CBO the advantage in competition for increasingly scarce resources; and
- Help CBOs prepare themselves for long-term financial sustainability.

Facilitator's Note

Time Management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 5 minutes
- Step 2: 25 minutes

C.2.20 Session 20: Major Functions in Financial Management

Aim of the session:

Financial management is a major responsibility of the CBOs. This session aims at providing clarity over the major functions in managing the finances such as accounting, budget preparations, internal controls, cash flows and budget deviation analysis along with financial reporting.

Objective:

- To orient the CBO members on the key aspects of the financial management.

Name of activity: Major Functions in Financial Management

Type of activity: Brainstorming

Time: 30 minutes

Materials:

- Chart Paper
- Pen
- Activity Sheet 14: Major Functions in Financial Management

Methodology:

Step 1: The facilitator asks the participants to discuss about the major functions in financial management. Distribute the activity sheet to all the participants.

Step 2: The facilitator explains the activity sheet in detail to the participants.

Facilitator's Note

Time Management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

- Step 1: 10 minutes
- Step 2: 20 minutes

C.2.E.2 Evaluation Session

Aim of the session:

Ideally, in any CB program, it is important to carry out a pre-test exercise, which will be useful to evaluate the outcome of the capacity building program. In this CB program a pre- and post-session assessment will be done. The program also incorporates a self-assessment on pre- and post-session evaluation. This is in addition to the feedback for each session.

Objective:

- To understand outcomes from the capacity building program

Name of activity: Feedback and self-evaluation

Time: 1 hour and 10 minutes

Materials:

- Chart Paper
- Pen

- Activity Sheet 15A: Pre-Test and Post-Test Questions
- Activity Sheet 16: Descriptive Evaluation of the Program

Methodology:

Step 1: Distribute the post-test questions for the program. Ask the participants to fill it. If the pre-test was done through groups, ensure that the same groups answer the post-test questions. Collect the filled out formats. Analyze the responses by comparing the responses from the pre-test and rate the outcomes, after the program.

Step 2: Distribute copies of the descriptive evaluation of the program to all the participants. Read out the questions in the format to ensure that everyone understands them. Ask them to fill it.

Step 3: Thank all the participants and close the CB program.

Facilitators' Note

Time Management: The facilitator needs to manage the time well. The facilitator should complete the steps in the time indicated below. This will ensure that the session does not exceed the maximum time.

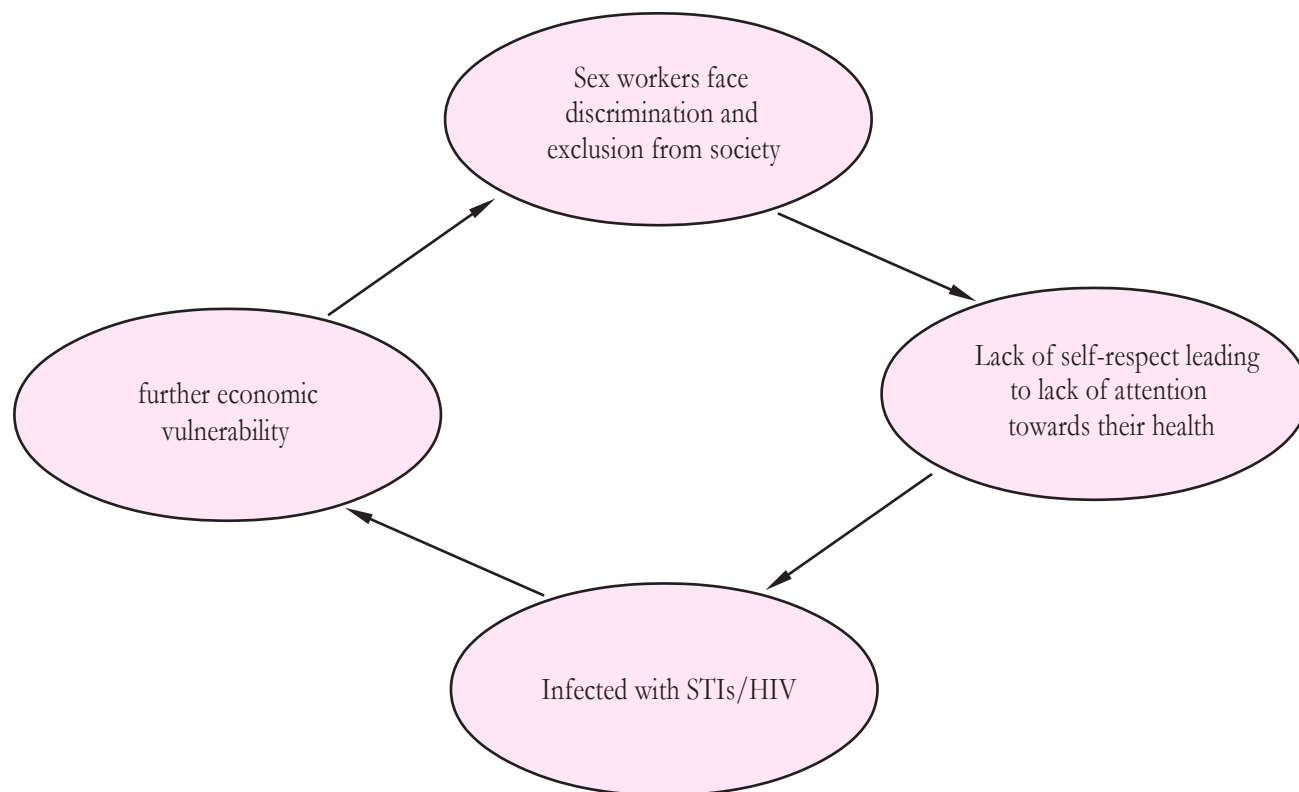
- Step 1: 45 minutes
- Step 2: 20 minutes
- Step 3: 5 minutes

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Activity Sheet 1

Vicious Cycle Diagram



Activity Sheet 2

Case Study⁶

Rashmi (name changed) is a sex worker working in one of the areas around Rajahmundry. She had been working there for a few days only. One of the peer educators of the project came to know about her working and approached her for striking a friendship. Rashmi appeared to be very sad. One day she revealed her problem with the peer educator. She said that earlier she was working in a brothel in another district. The brothel owner used to give her only 50% of her earning. She was exploited by the relatives of the brothel owner who used to have sex with her without any payment. Sometimes they also took money from her.

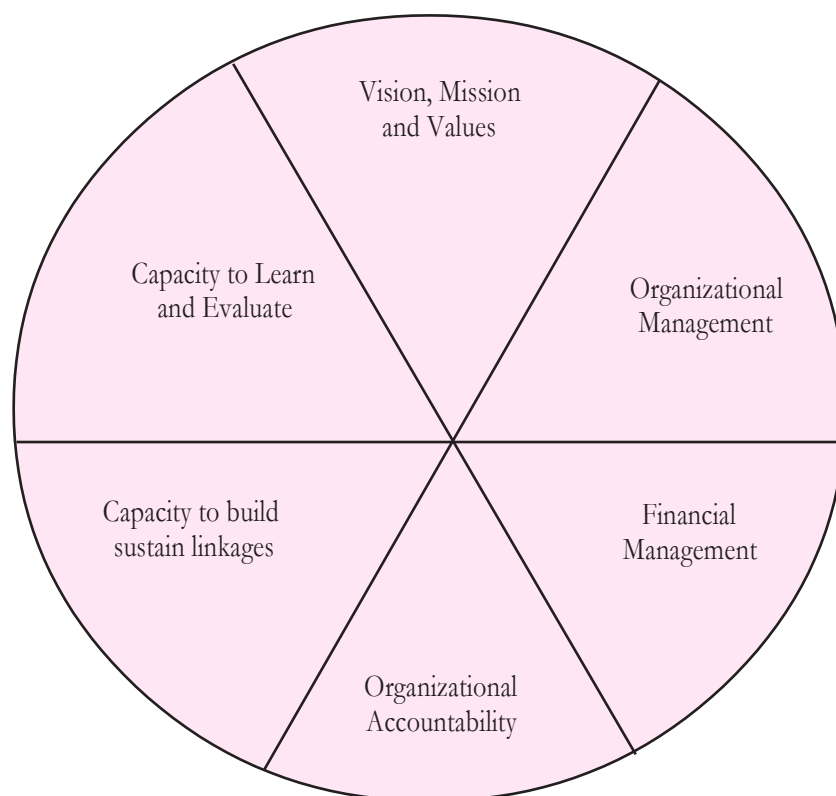
One day she came to know that the brothel owner has arranged for her to be taken away by a pimp (who was offering money) to Mumbai. She fled the brothel and came to Rajahmundry. Unfortunately, her three year son who was also staying with her was left behind. Whenever she contacted the brothel owner, she was asked to come back and go to Mumbai instead. She was afraid to approach the police, whom she distrusted.

The peer educator immediately put her in touch with the CBO of sex workers. The CBO members welcomed her into the organization and listened to her patiently and decided to support her. They decided to approach the brothel owner. A group of FSWs accompanied Rashmi to the brothel owner; however the brothel owner refused to hand over the child. The CBO members then approached the local police. After a lot of delay, the police acted and handed over the child to Rashmi. She and her son were happily re-united and Rashmi became an active member of the CBO.

⁶ Extracted from article, Ananda Rao, N. & Shanti Sagar Rao, P., “*Mother and child are united by the MEGHAMALA MAHILA SANGAM*”, *Project CIT records, SAKSHAM, CARE 2006*

Activity Sheet 3

Essential Features of an Organization



The following are the essential feature of an organization:

- Vision related to how the members of the CBOs would like to see their community and CBO in the long term; in other words their dream for their group and their families.
- Organizational Management refers to aspects like CBO size and composition, frequency and quality of meetings, level of participation of the CBO's members in decision making, whether the CBO has rules and regulations and whether they are followed by everybody, whether sanctions are imposed if rules are trespassed.
- Financial Management refers to how well the books of accounts are kept, how decisions related to expenditure are made, whether there is a bank account and how cash is handled by the organization.
- Organization Accountability refers to whether there is transparency in decision making and financial matters, whether follow up action has been taken on audits and other feedback to the group, whether leadership is being rotated, whether sanctions are practiced and enforced, whether benefits are equitably shared in the CBO.
- Linkages refer to the CBOs ability to build and sustain linkages with other organization in its environment.
- Learning and Evaluation refers to the ability of the CBOs to learn from and evaluate its own performance.

Activity Sheet 4

Different Structures

Structure 1

Name of Tier	Details
General Body	Refers the all the active members in the CBO. Usually periodic meetings are held, at least once a year.
Board of Directors	Elected by the general body. Serves as a watchdog for the general body.
Office Bearers	Usually a 5 to 15 member team, elected by the board of directors. Serves as the implementation and decision making body answerable to the general body.

Structure 2

Name of Tier	Details
General Body	Refers the all the active members in the CBO. Usually periodic meetings are held, at least once a year.
Core Committee	Usually a 30 to 50 member body, elected by the general body. Serves as the electorate for the executive committee.
Executive Committee	Usually a 5 to 15 members team, elected by the core committee. Serves as the implementation and decision making body answerable to the general body.

Structure 3

Name of Tier	Details
Local General Body	Refers the all the active members in the local CBO. Usually periodic meetings are held, at least once a year.
Local Executive Committee	In a federative context, local general body elects the local executive body.
General Body	The local executive committee or few designated members of the local executive committee form the general body of the federation.
Executive Committee	Usually a 5 to 15 members team, elected by the general body. Serves as the implementation and decision making body answerable to the general body.

Activity Sheet 5

Key Features Related to the Board of Directors and Executive Body Members⁷.

Key features of the Board of Directors:

Elections of the Directors of the Board

It is always advisable to conduct elections of the CBO registered under Societies Registration Act regularly. By conducting elections regularly, the CBO members can re-elect directors who are competent and change those who are incompetent.

Number of Members to the Board

There should be a minimum of five or a maximum of 15 Directors. Each organization should decide the number of directors depending upon requirement. The directors should be able to take decisions relating to the society or to conduct its business activities. If there are a large number of directors, meaningful discussions may not take place and it becomes a financial drain.

Qualifications and Disqualifications of Directors of The Board

The byelaws of the society should specify the required qualifications for becoming the director or the minimum qualification required for contesting elections. Similarly, circumstances and steps for disqualification of a director should be mentioned.

Qualifications

Those who wish to be elected as directors of the board, shall

- a) Be a member of the CBO
- b) Should have paid all membership dues
- c) Should be able to read and write

The CBO should frame their own rules regarding qualifications. Only the most important rules should be put down in writing, otherwise it can lead to exclusion of other deserving people.

Disqualifications

In the following circumstances, the directors will become ineligible to continue in the board. If the board does not:

- a) Conduct the annual general body meeting 6 months before the closure of the financial year.
- b) Conduct elections before the end of the due date.
- c) Get the annual accounts audited.

⁷ Provisions taken from the Societies Registration Act, India.

d) Place before the annual general body meeting the audited accounts and audit reports for approval.

In addition, individual board members can be disqualified if they remain absent from three consecutive board meetings, without permission.

Administrative Powers & Responsibilities

Membership

- a) Those interested in availing of the services of the CBO at least to a certain level;
- b) Those willing to accept the responsibility as members of the CBO;
- c) Those who are willing to abide by the conditions stipulated in the byelaws of the CBO.

CBOs that consist of FSWs usually put a clause, which stipulates that only FSWs can become primary members.

Cancellation of membership

In the following circumstances, members shall lose their membership:

- a) Members withdrawing their membership;
- b) Not discharging the obligations as a member;
- c) When the member dies.

Election and Removal of Office Bearers or Executive Body Members

The board of directors usually elects the office bearers or executive body members from among the board members. These office bearers supervise the day-to-day work of the CBO.

Policy Formulation

The Board shall ensure that the services rendered by the CBO shall be available to all the members. In order to run the CBO properly, clear policies, i.e., organizational rules and regulations should be framed. The policies that the Board should be related to the aspects mentioned below.

- a) The services being provided to its members and their utilization;
- b) Mobilizing funds, safety, utilization, and investment;
- c) Procedure of accounting;
- d) Preparation of Management Information System (MIS) formats;
- e) Appointment of staff and formulating their service conditions.

Providing Services

In order to achieve its objectives and for the benefit of its members, the Board should provide various types of services. It is the responsibility of the board to draw plans to provide services as needed.

Supervision of the Society

The board should supervise the programs of the CBO and its implementation and the progress made should be reviewed on a regular basis. The board should decide the Management Information Systems (MIS) needed. The reports prepared by the President should be reviewed every month and necessary action initiated by the board. The responsibility of evaluating the program implementation and its status along with accounts inspection should be entrusted to two identified members from the board. The members need to update the board every month.

Conducting Meetings

It is necessary to conduct meetings regularly for reviewing progress made on various programs and action taken on decisions. Therefore, it becomes easy to resolve problems that arise. The president should inform the concerned members and other invites in advance about the meetings. Notices for the meetings of annual general body and board of directors, should be sent in advance as specified in the byelaws.

Conducting Annual General Body Meetings

It is the responsibility of the Board to conduct the annual general body meetings at least once in a year before six months of the closure of the financial year. In addition, it is specified in the Act that all the activities of the CBO should be submitted to the general body. The board shall also submit to the general body, the annual report, financial statements, and annual audit reports and budget proposals.

Meetings of Board of Directors

Depending upon the nature and business of CBO, the byelaws can specify whether to conduct the board meeting once in a month or less. This aspect must be specified in the byelaws of the CBO clearly. By holding meetings every month, the board members will have the opportunity of reviewing the affairs of the CBO on regular basis. The President of the CBO should preside over the meetings of the board of directors and also the general body meetings.

In the board meeting, if any resolution is moved, the board of directors may vote in favour or against such resolution in equal proportion. In such an event only when no decision can be taken, the President can cast her vote.

Review of Membership in the CBO

In fulfillment of its objectives and in the interest of its members, the CBO can have membership in other federations with the approval of the general body of the CBO. The CBO will have to work abiding by the conditions stated in the byelaws of such CBO. The Board or its representative will represent the CBO in such meetings. The affairs being conducted with such federation should be reviewed by the CBO in its board meetings.

Constitution of Sub-committees

The CBO will be taking up several programs for the benefit of its members. The board shall constitute sub-committees to suggest suitable methods to the board along with solution to the problems faced in the implementation of such programs or reviewing the implementation of such programs. Members of those sub-committees will be appointed from among the board and general body. The board shall appoint active and interested members. These sub-committees should be constituted only when considered necessary. Once the purpose is served, the sub-committee can be dissolved. The nature of functions to be carried out by these sub-committees should be decided by the Board.

Duties and Responsibilities in Respect in Financial Matters

A CBO is usually registered under the Societies Act. A CBO can choose to register under any other act, such as, the Cooperatives Act, and Section 25 of the Companies Act. The CBO is bound to follow all the rules and regulations specified in the act. Therefore it is the duty of the Board to formulate financial policies of the CBO. Monitoring funds coming into the organization and its utilization and custody is the duty of the board of directors.

Mobilization of Funds

As a part of its functioning, the CBO will mobilize funds. The board of directors should clearly lay down procedures for mobilizing funds. Funds can be raised from the members of the society and from other external agencies.

Utilization of Funds

The manner in which funds should be utilized by the CBO should be specified by the board. There should not be any confusion in the management of funds. Only when the funds management is effective and efficient, the credibility of the CBO can be established. The board should exercise its powers while granting funds judiciously according to the plans approved by the general body. The board has the responsibility of ensuring safe custody of the funds of the CBO.

Maintenance of Bank Account

The President should maintain the bank account of the CBO with the designated office bearers as prescribed in the byelaws. Bank account is to be operated according to the decisions taken by the Board and the reconciliation of account should be submitted in every board meeting for the previous period.

Maintenance of Accounts

Various financial transactions take place in the CBO. The transactions must be entered on a daily basis in the concerned registers. This responsibility lies with the treasurer. The Board should specify systematic and suitable procedures for maintenance of account books. Care should be taken to ensure that balance on hand should not exceed the maximum limit. Details of balance-on-hand (denomination-wise) shall be entered in the required formats. Cash books and other records should be kept available during working hours of the society for the board members to examine. Board members may bring to the notice of the board if any discrepancy is observed in the account books. The board will take appropriate action in the matter after discussion.

Preparation of Plans

The objective of the CBO and appropriate strategy for the same is a requirement for all CBOs. Based on the objectives and the strategies, short-term and long-term plans should be drawn up. Long-term plans must be drawn for 5 to 10 years. On the basis of the long-term plans, the objectives of the short-term plans should be drawn up by the CBO. To achieve them, annual plan of action should be prepared by the Board with the support of the executive committee. The plans approved by the general body have to be implemented by the board of directors.

Audit of Accounts

All financial transactions in the CBO should be brought to the notice of the board. The Board should prepare the financial statements of the society every year. These statements should be prepared as a true reflection of the books of accounts. At the end of every financial year, these accounts should get audited by the auditors appointed by the general body of the CBO. The Board should submit audited statements, financial statements to the general body and obtain its approval.

Internal Audit

The responsibility to review the accounts of the CBO every month should be entrusted to any two board members of the CBO. During this internal audit, the transactions recorded in the books, receipts, vouchers, passbooks, have to be tallied to find out whether they are correct.

The following aspects must be checked in the audit.

- a) Verify the balance on hand (in denomination)
- b) Balance in the accounts of the CBO should be checked to know whether they match with spending
- c) Verify the usage of carbon paper in the receipt books (to ensure that duplicates are being made)
- d) Verify the balances in the bank
- e) Verify the cheque books
- f) Details of the cheques deposited, collected should be verified
- g) Entries made in the account books on a daily basis, should be verified.

The person who verified these details should present the findings to the Board. Based on the report, the board should take appropriate action on the objections raised in the reports of the internal audit.

Remuneration to the Directors of Board

The general body has the power to take and pay remuneration to the directors of the Board for the period they work for the society. Without general body's approval, remuneration cannot be paid to board members. Due to the financial constraints of the society, the CBO will not be in a position to pay remuneration to the directors. Gradually, for the days the Directors worked, they can be paid remuneration depending upon the wages prevailing in that area.

Keeping the Records Available

Records of the CBO should be made available during office hours, at specified timings. This will enable the board directors or any member of the CBO can examine it.

Activity Sheet 6

Summary of Functions and Roles

Summary of the functions

Administrative related	Financial related	Legal related
<ol style="list-style-type: none"> 1. Membership 2. Election of EC 3. Development of systems for operationalizing the plans 4. Designing of services 5. Conducting annual general body meetings 6. Conducting meetings of board of directors 7. Monitoring of the CBO progress 8. Getting membership with other institutions 9. Constituting sub-committees 	<ol style="list-style-type: none"> 1. Mobilization of resources 2. Utilization of resources 3. Protection and safe custody of resources 4. Maintenance of bank account 5. Auditing 6. Preparation of plans 7. Management of surplus and deficit 8. Remuneration of the Directors of Board 	<ol style="list-style-type: none"> 1. Conducting election 2. Auditing of the accounts 3. Special audit 4. Conducting meetings 5. Submission of documents to register 6. Amendments to the byelaws 7. Keeping records available 8. Calling for inquiry

Roles and responsibilities of Office bearers or Executive Committee

President

- Leading all the CBO meetings
- Providing direction to the secretary and other EC members
- Representing the CBO in other forums and meetings
- Handing over the responsibilities to the Vice President in his / her absence.

Vice President

- Leading EC meetings in the absence of the President of the society
- Extending support to President in accomplishing the society activities

Secretary

- Holding responsibility of communication activities of the society

- Maintaining the records and books of the society
- Ensuring communication to all EC members about the EC body meetings and GB meetings
- Reviewing the expenditure of the society
- Convening emergency meetings

Joint Secretary

- Holding all the Secretary responsibilities in her/his absence

Treasurer

- Taking care of expenditure of the society funds on the consent of the President and Secretary and ensuring the vouchers for all kinds of expenditure
- Cash in hand should not be maintained more than Rs. 200 in a day.
- Maintaining the societies bank account
- Maintaining proper accounts for all society's income and expenditure

Activity Sheet 7

Key Features of the General Body Meeting

General Body

CBO is an institution formed by its members to achieve their objectives. If this CBO is small, members could meet every day to discuss things. It is feasible so. But the CBO formed by us is of many members. It is not impossible for all of us to meet every time. Yet, it is imperative for all to meet at least once in a quarter to chalk out plans based on the requirements to review manner of their implementation, the meeting which will be thus attended by all the members is called a general body meeting.

Importance and Significance of General Body

CBO general body meeting is non-political. It is above castes and creeds. General body meeting must be held at the prescribed periods all the issues have to be discussed in the meeting. The meeting must have a “Quorum”. Quorum means the attendance of minimum required number of members attending to the meeting. The members attending the meeting must be responsible. We shall know about responsible members in the coming chapters.

All-important decisions pertaining to the CBO have to be taken in the general body meeting. Therefore, the general body meeting assumes greater significance.

General Body Meeting: When and Where

General body meeting must be held as frequently as required and any number of times ideally once in a quarter. Otherwise at least once in a year all the members must meet. The board of directors must be responsible enough to hold it as early as possible, it is better to hold the meeting within three months after the financial year is over.

The meeting must be arranged at a spacious venue where all the members can be seated. All the members must be informed about the meeting in advance through a notice.

Advance Measures to be Taken for Conducting the Meeting

Some carefully planned advance measures have to be taken for conducting the CBO general body meeting.

Decision on the Date

The date on which the meeting will be held has to be decided. This date has to be convenient for all the members to attend.

For example if the meeting is held during festivals or agricultural season many members may not be able to attend. Therefore it should be held as per the convenience of the members.

List of Eligible Members

Members will attend in large numbers to the meeting if it is held in the right time. Decisions have to be taken in the meeting for the welfare of the CBO and its members. Therefore only responsible members have the eligibility to take part in the discussions and take decisions.

Those members who are irregular in paying the subscriptions as on date of the meeting, even though attend the meeting, will not be eligible to vote or take part in the discussions. The names of the eligible and ineligible members for taking part in the discussions in the meeting has to be displayed on the societies notice board 30 days before the date of the general body meeting.

Member who properly utilizes the services of the CBO and fulfills their responsibilities as members wants its development. They take interest in the society. They approve decisions which are aimed at safeguarding the welfare of the society and its members, hence they only has the right to take proper decisions in the general body meeting.

Selection of venue and making logistics

As explained earlier, a venue spacious enough to seat all the members should be selected. Importantly, the general body meeting should be conducted only during day time. Drinking water must be made available at the venue. If refreshments are to be served, they have to be given at the time of members signing the register before entering the venue.

Notice of The Meeting

Discussions on the general body meeting should be taken up in the board meeting in the subsequent month and necessary arrangements have to be made. The date, time and venue of the general body meeting should be decided. The same has to be informed to the members through a notice.

Normally notice regarding the general body meeting of the CBO should be sent more than ten days in advance so that the members will not forget. Signatures must be taken as knowledge of the notice, if delivered by hand. Notices can be sent by registered post or courier, where an acknowledgement is required.

Meeting Process

1. Prayer or CBO song
2. Approval of the minutes of the last month's meeting
3. Review of progress since the last general body meeting or presentation of the annual report
4. Presentation of the financial status of the organization
5. Any amendments to the byelaws of the organization, if required
6. Future programs and funding expected
7. New issues that may come up for discussion
8. Reinforcing the decisions
9. Planning for the next meeting
10. Reading the minutes and getting signatures

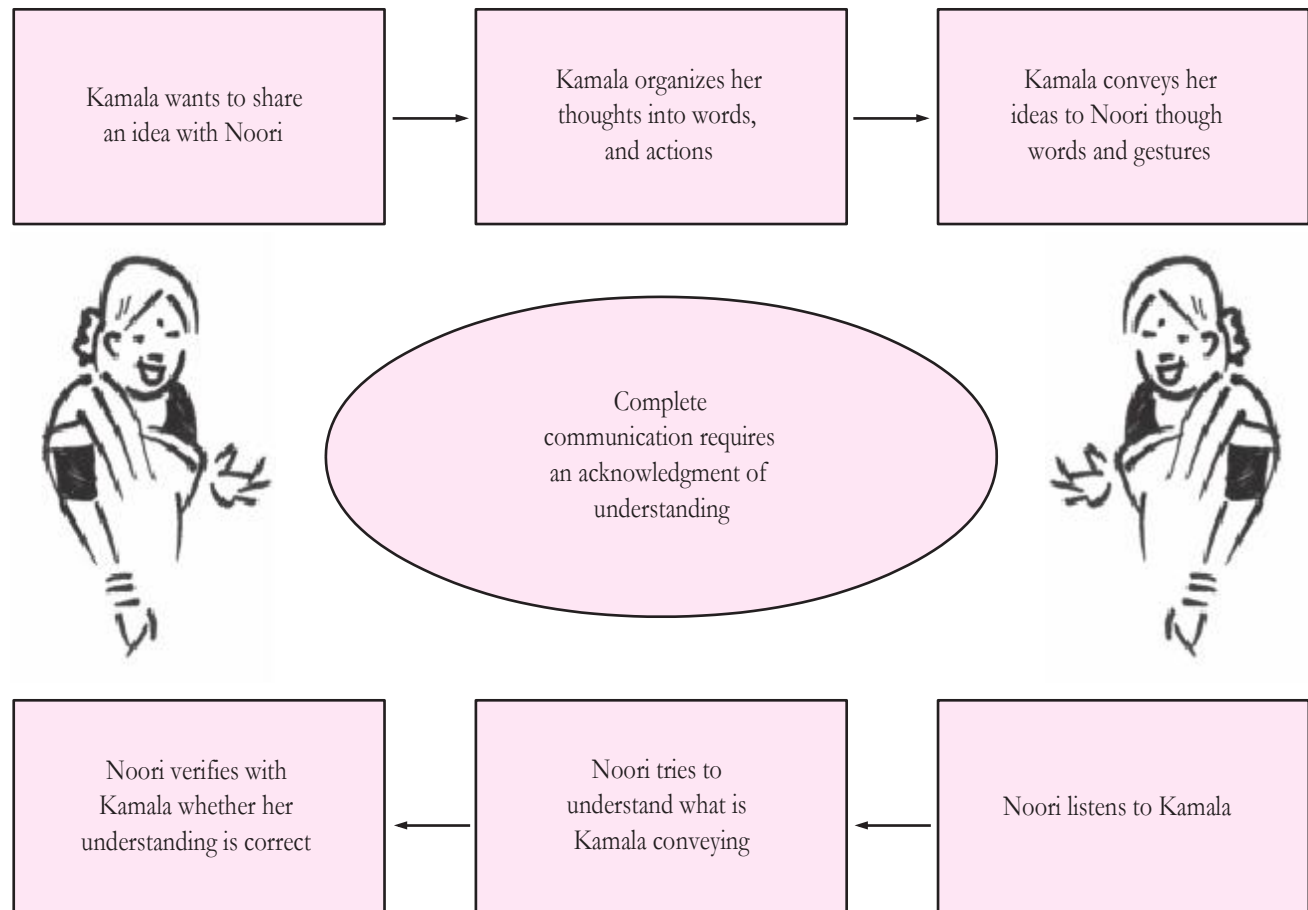
Role of the Chairperson in Meetings

- Preside over the meeting
- Ensure that all the members are involved in the proceedings
- Motivate all the members to participate in the decision making
- Moderate the meeting, ensure that the proceedings are orderly and the agenda is achieved
- Ensure that the proceedings are recorded in the respective books
- Ensure that plan of action finalized with responsible persons designated.

Activity Sheet 8

Diagram for Successful Communication

Communication involves the process of both sending and receiving information



The sender knows that the receiver has understood the message she has sent correctly only if she receives feedback from the receiver on the message.

Activity Sheet 9

Different Styles of Conflict Resolution

- Avoidance: Withdrawing from a situation of conflict and to discuss conflict. Even though there is a problem, believing that there is none. Refusing to acknowledge that there is conflict.
- Smoothing: Covering up differences and conceding to compromise early.
- Bargaining: arriving at a compromise through negotiation or bargaining to maximize each person's gains.

- Forcing: Forcing people to accept a decision made by others.
- Problem solving: Accepting differences and resolving them in a collaborative way.

A problem-solving approach implies open recognition of the actual factors causing conflict, an acceptance of different ways of thinking and a desire to change one's stand. Although it may be a threatening process, and may take time, open resolution of conflicts paves the way for greater creativity and higher levels of acceptance in the group.

Activity Sheet 10

Steps in Conflict Resolution

Taking the following steps would help in conflict resolution:

1. Openly discussing the conflict including what happened, who are involved and listening to everybody's point of view.
2. List the possible solutions to the conflict by asking everyone's views.
3. Identify the negative and positive aspects of each solution.

Ask the following questions.

- Is it a solution, which will satisfy us in the long term?
- Is it a stopgap solution?

- Does the solution call for structural changes?
4. Adopting the most effective and collective solution. Sometimes the most effective solution need not be the most collectively accepted solution. In this case, it is up to the leader to convince others about its effectiveness.
 5. Implementing the decision within the mentioned time frame and supporting those who are responsible to carry it out.
 6. Review and follow-up: Has the conflict been satisfactorily resolved? If not, what else needs to be done?
 7. In a few extreme cases, external persons may need to be called to mediate conflicts; however, these persons must be acceptable to all parties involved.

Activity Sheet 11

Ways of Decision-making within a Group

The plop

A decision is suggested by one individual, to which there is no response and the decision is adopted. 'Plopping' usually occurs in a new group, where a number of members have equal status, or when one member is overly aggressive.

Self-authorized

The individual who assumes authority makes a decision. The others find it easier and convenient to accept the decision than to reject it. The essential difference between this and the 'plop' is that the 'plop' is not tendered with authority but gets adopted by default, whereas in this case the decision is tendered with the assumptions that it will be adopted.

Pairing

Two individual joining forces make a decision, one floats the idea, the other seconds it and the decision is made on behalf of the group.

Minority group

The clique makes the decision and the rest accept it.

Vote

The decision depends upon the number of people adhering to it. Vote may be taken by a show of hand or even by ballot.

Consensus

This is essentially a minimum consent by all. It is important to differentiate between a true and a false consensus. True consensus occurs when everyone has contributed to the discussion, all angles have been considered and everyone is in full agreement. This type of consensus, though desirable is not always possible. What can be aimed at is that everyone feels that they have had the opportunity to put forth their views and influence the decision, it was a good and open discussion, and they are prepared to act on the decision taken.

Why consensus or collective decision-making?

- So that responsibility is shared. This cannot happen effectively if the decisions are not made by all the members
- For transparency and clarity
- To avoid conflicts
- To increase participation of individual members
- For better relationships between members in the CBO

Activity Sheet 12

Democratic Decision-making

- Does anyone propose something, which does not receive any response or recognition? What effect does this have on the member?
- Does anyone make a decision and carry it out without checking with other group members? For example, one person decides on the topic to be discussed and immediately begins to talk about it. What effect does this have on other group members?
- Who supports other member's suggestions or decisions? Does this support result in the two members deciding the topic or activity for the group? How does this affect other group members?
- Is there any evidence of a majority pushing through a decision even though other members object? Do they call for a vote?
- Is there any attempt to get all members to participate in a decision? What effect does this seem to have on the group?
- Is the decision made by consensus? Are differences fully explored? Is there unanimity or full agreement?

Activity Sheet 13

What is Financial Management?

Financial Management is not just about keeping accounting records. It is an important part of program management and must not be seen as a separate activity left to finance staff.

The CBO financial management entails planning, organizing, controlling and monitoring the financial resources of the CBO to achieve its own objectives.

Financial management involves the following points.

Managing scarce resources

NGOs operate in a competitive environment where donor funds are increasingly scarce. They must therefore make sure that donated funds and resources are used properly, and to the best effect, to achieve the organization's mission and objectives.

Managing risk

All CBOs or organizations face internal and external risks, which can threaten operations and even survival (e.g. funds being withdrawn, an office fire, or a fraud). Risks must be managed in an organized way to limit the damage they can cause. This is done by establishing systems and procedures to bring about financial control.

Managing strategically

Financial management is part of management as a whole. This means managers must keep an eye on the 'bigger picture' – looking at how the whole CBO is financed in the medium and long term, not just focusing on projects and programs.

Managing by objectives

Financial management involves close attention to CBO's objectives. The financial management process, "Plan, Do, Review", takes place on a continuous basis.

Plan:	When a CBO starts up, it sets its objectives and planned activities. The next step is to prepare a financial plan for the costs involved in undertaking the activities and where to obtain funds.
Do:	Having obtained the funds, the program of activities is implemented to achieve the goals set out in the planning stage.
Review:	Using financial monitoring reports, the actual situation is compared with the original plans. Managers can then decide if the organization is on target to achieve its objectives within agreed time scales and budget. The learning from the review stage is then taken forward to the next planning phase, and so on.

Activity Sheet 14

Major Functions in Financial Management

The following are some of the basic functions to be performed as part of the financial management in CBOs;

Accounting Procedures Manual

The board needs to develop and authorize a set of procedures for how the organization manages its finances, including how the activities are carried out by the organization. The board treasurer with the support from finance committee usually coordinates the board's responsibility for the manual, including its regular review and update. The board should make every effort to ensure compliance to the procedures in the manual.

Basic Bookkeeping Activities

Bookkeeping is basically recording various financial transactions. Bookkeeping activities can often be done by someone who is doing basic clerical work in the organization. The board treasurer and finance committee should ensure up to date and accurate bookkeeping of the transaction on real time basis.

Accounts and Chart of Accounts

The CBO needs to develop a chart of account for each type of transactions. Each account will be associated with an account number. These numbers are referenced when developing your financial statements. People should refer to a chart of accounts, which will tell what account number to use when an entry is posted. The chart usually has five areas, including assets, liabilities, net assets (or fund balances), revenues, and expenses.

Budgets (Financial Forecasting)

CBOs should have an operating budget (or annual budget), which shows planned revenue and expenses, usually for the coming year. Budget amounts are usually divided into major categories. For example, salaries, benefits, computer equipment and office supplies. For effective planning CBOs might also have cash budgets, which the cash expected to receive and pay over the near term, for example a month. CBO should develop a program budget, that is, a budget for each major service that the organization provides to its members. It's critical to plan and track financial costs for each program. As much as possible, CBOs should strive to minimize overhead or administrative costs, that is, costs on administration, and maintenance.

Petty Cash

CBOs have a number of recurring expenses that need to be paid right away, for example, to buy a cleaning stick or sanitizers. To meet these expenses CBO should establish this fund. One can withdraw money from the fund by filling out a voucher that describes who took the money, how much, for what and on which date.

Internal Controls

CBOs should have various forms of internal controls to ensure that the program is following its plans, to minimize the likelihood of mistakes, and to avoid employee thefts. There is a wide range of internal controls. For example, the CBO should be careful about whom to hire. Further, there should be authorization lists, which mention the spending limit of each position.

Financial Reporting

The types and frequency of reports depend on the nature of the CBO and its situation. But board should require regular financial reports at each board meeting. Treasurer with the support from finance committee and staff should present the financial information to the board. The finance committee, led by the board treasurer, ensures that financial reports are complete and helps present them to other members of the board. The board may require a statement of financial position and statement of activities at each meeting. They also may request descriptions of finances for each program or of affordability for upcoming, major initiatives.

Note About Learning Financial Management:

Learning about financial management usually evokes responses, such as, "too complicated" or "too difficult" and therefore people keep away from anything to do with finances in organizations. It is indeed true that financial management requires understanding certain concepts and certain rigid procedures, which some community members will feel overwhelming. However, community members with positional responsibilities and members with interest can be part of the financial team. In this context, learning through experience is the best way to learn. Over a period, community members with interest in finances can become excellent finance managers. The starting point of understanding certain key concepts is very important.

Activity Sheet 15A

Pre-test and Post-test Questions (for the participants)

Q.1. Can you describe what a CBO is?

Q.2. What are the key services that the CBO should make accessible to its members?

Q.3. Does the CBO need to be independent of the NGO? Give reasons.

Q.4. Can you list the key qualities of a strong organization?

Q.5. Can you describe the key structures or tiers in a CBO?

Q.6. Can you list the key roles and responsibilities of the executive committee?

Q.7. Can you describe the key roles and responsibilities of the core committee or the board of directors?

Q.8. Can you describe the key features of a general body meeting?

Q.9. Can you describe the key features of effective communication?

Q.10. Can you describe the norms for successful communication in the CBO?

Q.11. Can you describe why conflicts arise?

Q.12. What are the results of unresolved conflicts?

Q.13. What are the different decision-making styles?

Q.14. Can you describe the different types of leaders?

Q.15. What is a vision statement?

Q.16. What is the need for making linkages with other institutions?

Q.17. What is financial management?

Q.18. What are the major functions in financial management?

Activity Sheet 15B

Pre-test and Post-test Questions (for the facilitator)

Q.1. Can you describe what a CBO is?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.2. What are the key services that the CBO should make accessible to its members?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.3. Does the CBO need to be independent of the NGO? Give reasons.

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.4. Can you list the key qualities of a strong organization?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.5. Can you describe the key structures or tiers in a CBO?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.6. Can you list the key roles and responsibilities of the executive committee?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.7. Can you describe the key roles and responsibilities of the core committee or the board of directors?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.8. Can you describe the key features of a general body meeting?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.9. Can you describe the key features of effective communication?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.10. Can you describe the norms for successful communication in the CBO?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.11. Can you describe why conflicts arise?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.12. What can be the results of unresolved conflicts?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.13. What are the different decision-making styles?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.14. Can you describe the different types of leaders?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.15. What is a vision statement?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.16. What is the need for making linkages with other institutions?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.17. What is financial management?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Q.18. What are the major functions in financial management?

Ans. The participants should be able to answer the post-test exercise with enhanced knowledge and understanding based on the discussion and outputs in the sessions. Rate the answers based on improvements in knowledge and understanding in comparison to the pre-test exercise.

Activity Sheet 16

Descriptive Evaluation of the Program

1. Which activity did you like most, and why?

2. Which activity could you participate in and why?

3. Please describe any changes in or improvements to the activities that you want to make

4. What additional topics need to be covered in the program?

5. Have you developed any innovative strategies to be an effective CBO? Please elaborate.
