BUILDING NGO/CBO CAPACITY

THROUGH

MANAGING AND DEVELOPING HUMAN RESOURCES

PART TWO
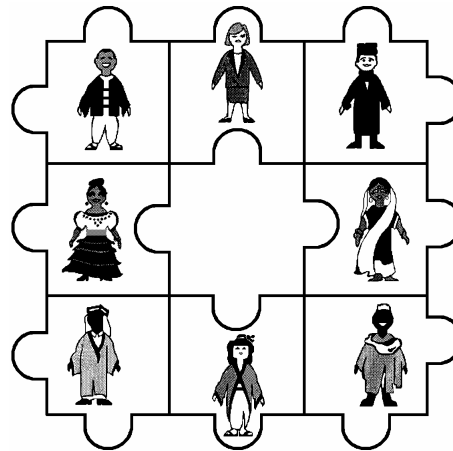
MANAGEMENT AND TRAINING DESIGN TOOLS

FOREWORD

This series of training manuals, designed to enhance the overall management and operational effectiveness of non-governmental and community-based organisations, coincides with the launch of the United Nations Centre for Human Settlements (UNCHS) Global Campaign on Urban Governance. The theme of "inclusiveness," reflecting the Campaign's vision and strategy, is deeply embedded in the concepts and learning strategies covered by these manuals. While they have been planned and written to serve the developmental needs of non-governmental and community-based organisations, their leadership, and staff, they can easily be adapted to serve the needs of smaller local governments as well.

There is growing evidence and increased recognition of several values that define and frame the urban governance agenda for the new century and millennium. The first, inclusion, has already been introduced but bears repeating. Those local governments and communities that want to be on the leading edge of social and economic change must recognise the importance of including everyone, regardless of wealth, gender, age, race or religion, in the process of forging decisions that affect their collective quality of life. This commitment must then be infused into the very heart of their operating culture.

The second recognition involves shared leadership that cuts across the spectrum of institutional and community fabric. This means, among other things, that non-governmental and community-based organisations (NGOs/CBOs) must be seen as competent and worthy partners in the sharing of leadership and responsibilities. The *Building Bridges* manuals in this series are designed to address the management of joint planning ventures as well as the management of conflicts and disagreements that cut across the spectrum of public and not-for-profit community organisations.

The final recognition is the need for organisational competencies within the NGO/CBO community-a combination of knowledge, skills, experience, and commitment that will strengthen their resolve to manage their financial and human resources and their outreach endeavours more effectively and efficiently. In order to be strong and effective partners, NGOs and CBOs must be able to demonstrate that their internal houses are also in order.

As described in the Prologue, this series of learning implementation tools has been a collaborative venture between the Open Society Institute and the Government of the Netherlands (the principal funding institutions), Partners Romania Foundation for Local Development, and UNCHS (Habitat). In addition, many others have been involved in the development of this series. They include:

1.   A committed group of Non-Governmental Organisation (NGO), Community Based Organisation (CBO) and local government leaders from Sub-Saharan Africa, who came together to define their learning needs during the UNCHS Capacity Building Strategy Workshop held in Nakuru, Kenya in November 998 and who took an active part in reviewing the drafts, culminating in a validation workshop in Nyeri, Kenya, 2001; and

2.   A network of institutions and trainers representing the Regional Program for Capacity Building in Governance and Local Leadership for East and Central European Countries who participated in field testing the initial drafts of the materials.

Finally, I want to thank Fred Fisher the author of this manual and principal author of the series and the superb team of writing collaborators he brought together to craft these materials. The team of UNCHS staff professionals, headed by Tomasz Sudra, brought their considerable experience and expertise to polishing the final products.

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INTRODUCTION

The following tools are designed to provide ideas for two different audiences.

- Individuals who would like to conduct various kinds of training experiences to help others learn about managing and developing human resources within the NGO/CBO community of participants, and

- NGO/CBO managers and supervisors who want to improve their organisation's HRM systems and practices.

This second group, of course, is the prime target in both cases, so a few words of welcome and encouragement for the NGO/CBO managers who are reading this. You may want to work through some of the exercises alone to enhance your knowledge and skills in a particular area of interest and concern. Or you might want to use some of the exercises as part of a management team development event to stimulate thinking and action about how you currently manage human resources within your organisation.

For example, Tool 2, the *HRM Importance-Effectiveness Assessment Questionnaire*, could be effective in conducting a management team review of your current systems and practices. Tool 15, *Guidelines for Writing an Employee Handbook* could stimulate and guide you and your management team in either creating a new handbook or reviewing and updating one already in use.

Now, a few comments for the first audience mentioned above, those who engage in training and developing NGO/CBO managers and their organisations. Both of the management tools just mentioned can also be used in workshops for NGO/CBO leaders and staff. Some ideas about how to use them in a training environment are included for your consideration.

While the other exercises in this part of the manual are primarily directed toward trainers, creative managers may find them useful as well. Whatever your role or motivation might be in using these materials; we also encourage you to explore the training tools and resources included in the other manuals in this series. Especially recommended are: *Building Bridges through Participatory Planning* for ideas on all aspects of shared decision making; many of the exercises in *Building Bridges through Managing Conflict and Differences*, particularly Tools 1-5; and the *Organisational Outreach* manual for ideas about building alliances and networking as effective human resource development strategies. With some modifications, many of these tools can be useful in designing learning-by-doing events.

Don't hesitate to be creative in your application of these tools. If it's a role-play, you might want to rewrite the roles to be more congruent with your situation. If it's an action planning process, mould it to meet the specific needs of your participants. If the instructions are too complicated, an inherent weakness of those who write these manuals, make them simpler or redesign them so they work for you and your audience.

Tool templates

Just a thought or two about the format or template we've used to construct these tools. We assume that most of those who will be using them have experience as a trainer. Consequently, the instructions are less detailed than you might find in similar manuals. The training objectives have been dubbed as *learning objectives*, obviously a personal choice of words. In addition, they may be written somewhat differently than you were taught to write *objectives* or how you actually write them when designing a training event.

From our perspective, we urge you to write objective statements in whatever way works best for you and your participants. The approach we use is based on what we think is reasonable to be done in a training session, in other words to increase knowledge, to improve skills, to change attitudes, or to result in an action of some kind, for example, the development of an action plan to achieve some goal or objective. The time requirements we give are "guess-timates" at best. Adjust them to meet your training needs and objectives. The *Process* components describe how you might use the tool to achieve your learning objective.

Speaking of "process", we have included a short outline in Tool 1 on making a presentation. It is one of those all purpose tools that is designed to achieve two objectives. First, we want to assure you that it's okay to give a lecture as long as it is short and interactive. We prefer to call them guided discussions! And secondly, we think they are more effective when planned as important learning events to input new ideas, data, or information for consideration by participants. The key word is "planned" and Tool 1 is designed to provide some guidance in planning your presentation.

One more thought to keep in mind as you delve into this toolbox. The order in which the tools are presented is probably not the sequence you will want to use them when designing a training workshop. For example, Tools 2 and 15 mentioned earlier are designed primarily as management tools and secondarily as materials to use in training workshops. For those of you who plan to use them in workshop settings, we have prefaced each with training design ideas.

As we mentioned in the very beginning of this manual, we like to think of your engagement with these materials as a *voyage of discovery*. Among other things, this means getting off the main path these tools are creating to explore byways important to your training constituents. On occasion you may want to use the tools to build your own path. Whatever you plan to do with these materials, we hope you and your colleagues will enjoy your voyage of discovery.

Travel Advisory! This is a reinforcing note about how to use these *Tools,* and a few comments on their sequence in the manual. Tool 1 is designed as a handy template to use at any place in a workshop or other structured learning event to put together and deliver a short presentation. It's one of those tools you always keep handy just in case you need it. For other generic-type training tools like icebreakers and openers, take a look at the other manuals in this series as well as the UNCHS (Habitat) series on training and development.

Tool 2, as stated earlier, is a questionnaire designed to help managers or management teams take an in-depth look at their organisation's current HRM/D policies and practices. Since it is very detailed, it might not be as useful for small NGOs and CBOs as some of the other Tools. In these cases, we advise you not to ignore it completely but to review it for ideas on what you might do to strengthen your organisation's current HRM initiatives. It is also a good comprehensive summary of what HRM/D is all about so trainers might find it useful to use in workshops as well.

The final Tool, 15, on *Writing an Employee Handbook*, is largely a manager's tool. It has been placed at the end of Part Two since all the exercises that come before could alter the content of the Handbook based on a few significant learning experiences by NGO/CBO managers along the way.

With this explanation or rationale, it's time to pick up the Tool Kit and get busy.

TOOL 1
SUGGESTED FORMAT FOR MAKING A PRESENTATION

In any learning situation, there comes a time when it is both appropriate and essential to make a presentation of new concepts, ideas, data, information, or materials. We suggest you consider making this a two-way dialogue or guided discussion. To help you structure your presentation or guided discussion before you actually do it, consider using the following outline. For example, you might use this format in conjunction with Tool 15 to structure your thoughts about why it is important for NGOs and CBOs to develop an employee handbook for volunteers or to highlight the differences between Human Resource Management (HRM) and Human Resource Development (HRD).

Title of my presentation
_____

_____

_____

Key points I want to make
Three or four are probably enough if you want participants to remember them.
_____

_____

_____

Real life examples I will use to make my points
_____

_____

_____

Questions to my audience
These should be designed to evoke comments based on their experience about the points you are making.
_____

_____

_____

Summary of my key points- telling them what I told them so they won't forget
_____

_____

_____

My visual aids plan to reinforce my ideas and to encourage their involvement
_____

_____

_____

My time table for conducting this guided discussion is as follows:

Total time for presentation and discussion: _____

Total time I plan to use for my initial presentation: _____

TOOL 2
ASSESSING HRM IMPORTANCE AND EFFECTIVENESS

Travel Advisory This tool provides managers and supervisors in NGOs and CBOs with a way to assess the extensiveness of their human resource management system and the importance of various components in relation to paid staff and volunteers. An action planning process has been included with the assessment instrument to help managers and supervisors move from diagnosis to implementation. If you are a manager or organisation development specialist working with an NGO/CBO client, we suggest you go directly to the assessment questionnaire that immediately follows the discussion of the training design.

If you are a trainer, the following section is intended for you. While the assessment and planning document is complete as a management tool and could be used alone or in concert with other organisation development strategies, this doesn't preclude its use as a training exercise. However, its use in a workshop on HRM would require that each participant have an organisation experience they can assess as a means of increasing their understanding of the various components covered in the assessment questionnaire.

Learning objective
To increase participant knowledge and understanding about the HRM system sub-components covered in the HRM Importance-Effectiveness Assessment Questionnaire.

Participants
This training tool should only be used if the training participants are able to relate it to their own work organisation and its HRM system. Otherwise, the assessment and planning process will have no relevance.

Time required
One and one half to two hours

Process
The steps described in the assessment questionnaire instructions should be sufficient to help trainers adapt it for use in a workshop setting. In most cases you would want to use the assessment questions to stimulate a discussion of the various components of HRM systems for paid staff and volunteers. The planning component is less useful in a workshop setting unless you are demonstrating how an action planning process works in conjunction with a diagnostic tool of this kind. Don't hesitate to design your own approach to its use based on your workshop learning objectives.

Human Resource Management
IMPORTANCE –EFFECTIVENESS ASSESSMENT QUESTIONNAIRE

The following questions are designed to help you assess your organisation's current human resource management policies, procedures, and practices. The assessment includes three interrelated sets of questions.

1.   Do you have the policy or procedure, or carry out the particular practice being assessed?