

BUSINESS SKILLS

TRAINING AND COACHING



Farmer Organisations



PART 1



german
cooperation
DEUTSCHE ZUSAMMENARBEIT

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

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Table of contents

Acknowledgements.....	8
Acronyms.....	9
Introduction to this participant’s guide.....	10
Module 1: Setting the stage.....	12
Session 1: Introductions.....	13
Activity 1: Plenary introductions.....	13
Session 2: Setting ground rules and sharing expectations.....	14
Activity 1: Training overview	14
Session 3: Motivations for joining an FO.....	16
Activity 3: Making money from agriculture.....	16
Session 4: Identifying FO opportunities	18
Activity 1: Mapping the FO’s business activities and services.....	18
Activity 2: Networking meeting information.....	19
Module 2: Entrepreneurship.....	20
Session 1: Introduction to entrepreneurship.....	21
Activity 1: Entrepreneur brainstorm	21
Session 2: Entrepreneur skills.....	27
Activity 1: Lawala game.....	27
Activity 2: Vote with your feet	28
Activity 3: Am I an entrepreneur?	29
Session 3: Seeing the FO as a business.....	30
Activity 1: Roundabout simulation	30
Activity 2: Successful FO scenarios	31
Session 4: Running an entrepreneurial FO.....	34
Activity 1: How entrepreneurial is our FO?.....	34
Activity 2: Possible FO services and investments	35



Table of contents

Module 3: The entrepreneurial Farmer Organization	40
Session 1: Creating a vision for the FO	41
Activity 1: Brainstorming the FO's core values.....	41
Activity 2: Brainstorming the FO's vision	42
Session 2: The FO's strengths, weaknesses, opportunities and threats	44
Activity 1: Analyzing the FO's swot.....	44
Session 3: Determining the FO's services, investments and products	45
Activity 1: Using process to determine services, investments and products	45
Session 4: Creating goals and an action plan for the FO	49
Activity 1: What are your personal goals?	49
Activity 2: Setting SMART goals for the FO.....	50
Activity 3: Action planning.....	52
Module 4: Group dynamics	53
Session 1: The benefits of working in a team	54
Activity 1: Teamwork simulations	54
Activity 2: Teamwork race	55
Session 2: Threats to teamwork (unfairness and exclusion)	56
Activity 1: Threats to teamwork brainstorm	56
Session 3: Creating an inclusive team	57
Activity 1: Quiet cow, noisy chicken.....	57
Activity 2: Building a team based on skills.....	58
Activity 3: Individual SWOTs	62
Session 4: Threats to teamwork (conflict)	63
Activity 1: Conflict case study	63
Activity 2: Identifying conflicts in our FO.....	65
Session 5: Conflict resolution	66



Table of contents

Module 5: Leadership and governance	67
Session 1: Good leadership skills	68
Activity 1: Walking debate	68
Activity 2: Transferrable skills.....	68
Session 2: Leadership in an FO	72
Activity 1: Leadership case study	72
Activity 3: Tips for electing good leaders.....	75
Session 3: Good governance in our FO	76
Activity 1: Understanding our FO's constitution	76
Session 4: Roles and responsibilities in our FO	79
Activity 1: Introduction to organizational structure	79
Activity 3: Somebody, anybody, nobody, everybody	80
Activity 5: Dividing labor in an FO.....	81
Session 5: Effective communication in our FO	82
Activity 2: Communication channels.....	82





CO OPERATIVES
STORE

Acknowledgements

Farmer Organisations (FOs) have yet to realise their full business potential in Northern Uganda and other parts of Africa. Only economically viable, inclusive and sustainable businesses owned by the entrepreneurial FOs and their members can improve services and resources, better market access, and ultimately increase incomes from farming, reducing the widespread dependence on external resources.

The FO Cycle Training and Coaching methodology builds upon a model developed by GIZ Malawi and draws substantial inspiration from recognized GIZ methodologies such as Farmer Business School (FBS), Cooperative Business School (CBS), Module d’Affaires d’OPA and SME Business Training and Coaching Loop.

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) “Promoting Rural Development in Uganda” (PRUDEV) Programme adjusted the FO Cycle Training and Coaching methodology to fit the local context, and it was piloted with 16 Farmers’ Organisations in 7 districts in Northern Uganda in 2021-2023 to develop business-oriented farmer organizations (FOs) that engage with agro-commodity markets.

The 3-part training and coaching cycle is designed to be implemented over 9 to 12 months, focusing on Farmer Organisation business skilling. It adopts a systematic training and coaching approach that seeks to realize the potential of growth-oriented FOs. The training involves using simple planning and management tools, including action plans, simple business plans and financial management tools.

A good mix of FO executive board members, FO committee leaders, lead farmers, Community-Based Trainers and change agents should be included in the training and coaching to ensure awareness and uptake of skills and ideas at all levels of the FO.

Depending on the prior knowledge and skills of the FO, more or less time can be spent on different topics within each part of the training. The aim is to tailor appropriate, engaging and supportive training to help an FO move to the next level of productivity and success.

This manual should not be viewed as a standard reference with correct terminology. The team that developed this manual deliberately decided to compromise on technical language or terms to ensure easy understanding and application of the Business Skills Training and Coaching amongst the targeted audience.

Acronyms

FO	Farmer Organisation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
IT	Information Technology
PRUDEV	Promoting Rural Development
SMART	Specific, Measurable, Achievable, Relevant, Timebound
SWOT	Strengths, Weaknesses, Opportunities and Threats
FBS	Farmer Business School
CBTs	Community-based Trainers
CBS	Cooperative Business School
CAs	Lead Farmers or Change Agents
UGX	Uganda Shillings
Kg	Kilograms
SME	Small and Medium Enterprises

Introduction to this training

Welcome to business skills training and coaching for farmer organizations! This is the participant handbook for the first part in the training and coaching programme. After completing all training sessions in part 1, you will move on to parts 2 and 3. Each of those parts also have their own accompanying participant handbooks.

Part 1 is divided into five modules:

Module 1: Setting the stage

Module 2: Entrepreneurship

Module 3: The entrepreneurial Farmer Organization

Module 4: Group dynamics

Module 5: Leadership and governance

Each module contains several training sessions. The Participant Handbook includes important information, key messages, and space to write/draw for different training activities within the sessions. Pay attention to your trainer's instructions for when to refer to your participant handbook.

Don't forget to bring your Participant Handbook to each training session.



Training schedule

We have agreed to the following training schedule:

Training Day	Date	Start time	End Time	Venue
1				
2				
3				
4				
5				
6				
8				
9				
10				
11				
12				

Instructions:

Complete the following information.

The trainer's name is _____

Their contact information is:

Phone: _____

Email: _____

MODULE 1: Setting the stage



Objectives:

By the end of this module, participants should be able to:

- Explore their expectations for the training and find out which of them will be realized by the end of the training and coaching program
- Understand the Business Skills Training and Coaching for Farmer Organization's methodology and objectives
- Explore their personal motivations for joining an FO and reflect on if the FO is helping them achieve their personal financial goals
- Reflect on their FO's business opportunities and understand how the training will help them maximize their opportunities



Session 1

Introductions

Activity 1: Plenary introduction



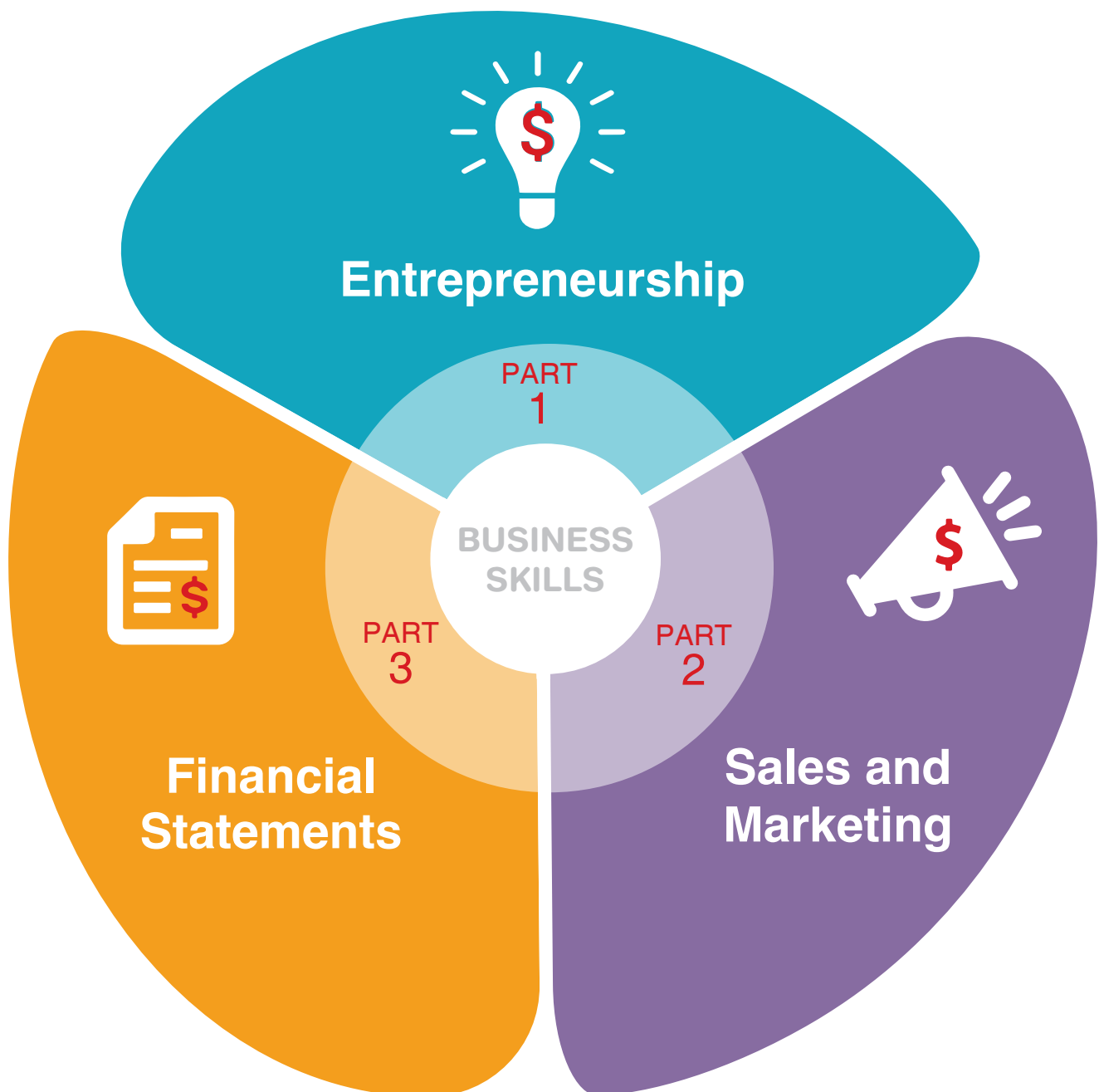
Key messages

- Get to know other participants and the trainer to start building a trusting and good working relationship.

Session 2

Setting ground rules and expectations

Activity 3: Training overview



Instructions:

Read the following information about the Business skills training and coaching for Farmer Organizations so you understand what and how you will learn during this training program.

Participant's notes

Overview of the business skills training and coaching for Farmer Organizations

This business skills training and coaching for Farmer Organisations was initially designed by GIZ Malawi, before being adopted and piloted by GIZ's PRUDEV programme in Northern Uganda. It promotes business capacity development, service provision, financial viability and profit generation of Farmer Organisations.

The training and coaching is designed to be implemented over a period of **9 to 12 months** and its focus is on Farmer Organisations. It adopts a systematic training and coaching approach that seeks to realise the potential of **growth-oriented FOs**.

The training involves the use of **planning and management tools** that include action plans, simple business plans and financial management tools.

A good mix of FO board leaders, FO committee leaders, lead farmers, community-based trainers (CBTs) and change agents should be included in the training and coaching to ensure awareness and uptake of skills and ideas at all levels of the FO.

There are three parts of training:

- **Training Part 1** explores **entrepreneurship** and how training participants and the FOs they belong to can be more entrepreneurial so that they make more money and improve their way of life. Participants create a **vision and set goals** for their FO and then develop an **action plan** to achieve them. Participants also learn about healthy **group dynamics**, and good **leadership and governance** in an FO. Their task before the next part of the training is to try to realize their FO's goals and action plan.
- **Training Part 2** explores **sales and marketing** including finding a market and making a profit from FO products. Participants also learn about **financial management and record keeping** for the FO so that they can monitor profitability. Participants learn about how to create a **business plan** and then they draft a business plan for their FO. They make a **new action plan** so that they can take steps to work towards their business plan.
- **Training Part 3** reviews **financial statements** including the cash flow, income statement and balance sheet. Participants understand why these statements are important and **how to interpret them**. Then participants **review and update their business plan**, based on their experiences trying to implement since the end of Part 2 of the training. They also **update the action plan** so they can continue to take steps towards achieving it.

Depending on the prior knowledge and skills of the FO, the trainer will spend more or less time on different topics within each part of the training. The aim is to **tailor an appropriate, engaging and supportive training** that will help an FO move to the next level of productivity and success.



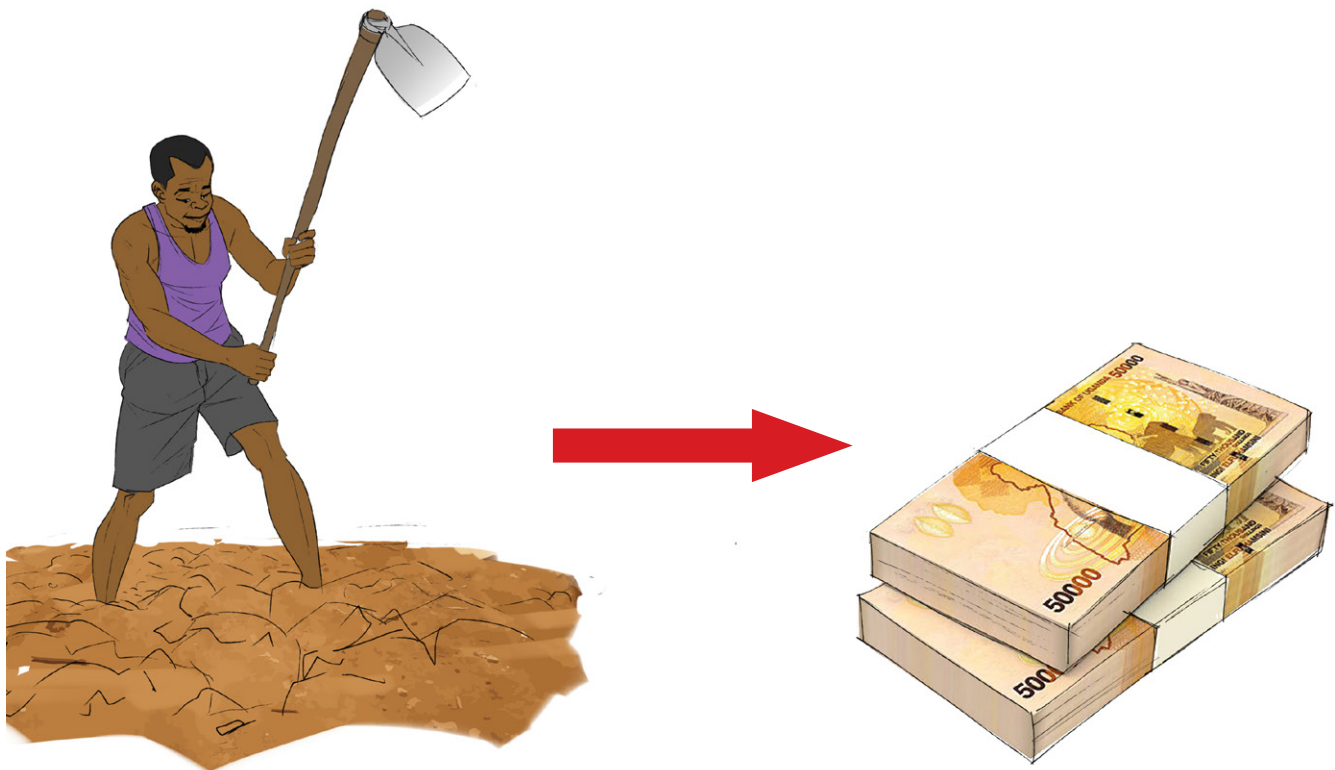
Key messages

- Following workshop protocols and agreed ground rules will result in the best outcomes.
- The Business Skills Training and Coaching for Farmer Organizations might not meet every expectation that you may have, but it will equip you with practical skills and tools for business service development, business model development, planning and management of the FO.
- The Business Skills Training and Coaching for Farmer Organizations will be delivered in three training parts across a 9-12 month period.

Session 3

Motivations for joining an FO

Activity 1: Making money from agriculture



Instructions:

Think about your goals for income and food security and write them down. Then estimate your yearly expenses. Compare them to each other to see if your goals are ambitious enough to meet all your expenses.

My estimated income from agriculture this year

I am planning to make _____ UGX this year from agriculture.

I am planning to keep _____ of my harvest for home consumption.

My estimated expenses this year

Activity	Costs
Farming business expenses (labor costs, inputs, etc.)	
Family/home expenses (school fees, housing, purchased food, clothing, etc.)	
Other expenses	
Total estimated expenses:	

Small group discussion questions:

- Are you planning to earn enough from agriculture to cover all your estimated expenses?
- What about unexpected expenses? Are you planning to make enough money to cover an emergency expense like a health emergency?
- Have you planned to save or invest any money? Are you planning to make enough money for that?

Have you noticed a mismatch between your estimated income and estimated expenses?

You can:

- Increase the amount of money you plan to earn from agriculture
- Decrease your planned expenses (if possible)
- Consider how your other sources of income may help close the gap.



Key messages

- You should know how much money you want to earn from agriculture, and this goal should be equal to or more than your expenses (unless you have other income streams).
- You should have a goal of keeping some of your produce for home consumption, so that your family has enough to eat all year.
- You should know why you joined the FO. Having a clear reason for doing something is necessary for achieving goals.
- If your motivations for joining the FO were because you wanted to earn more money, ask yourself if this is happening or not. If not, examine what is preventing you from earning more money by being a member of the FO.

Session 4

Identifying FO opportunities

Activity 1: Mapping the FO's business activities and services

Instructions:

Complete the table with any business activities your FO currently does and services your FO currently offers. Focus on identifying the opportunities for each business activity/service, as well as other opportunities for new business activities/services.

#	FO Business activities or services offered	Achievements to date	Challenges to date	Strategies used for overcoming challenges	Opportunities for this business activity/service
1					
2					
3					
4					
5					
Other opportunities for new business activities/services:					

Table 1: Our FO's current business activities/services



Activity 2: Networking meeting information

Instructions:

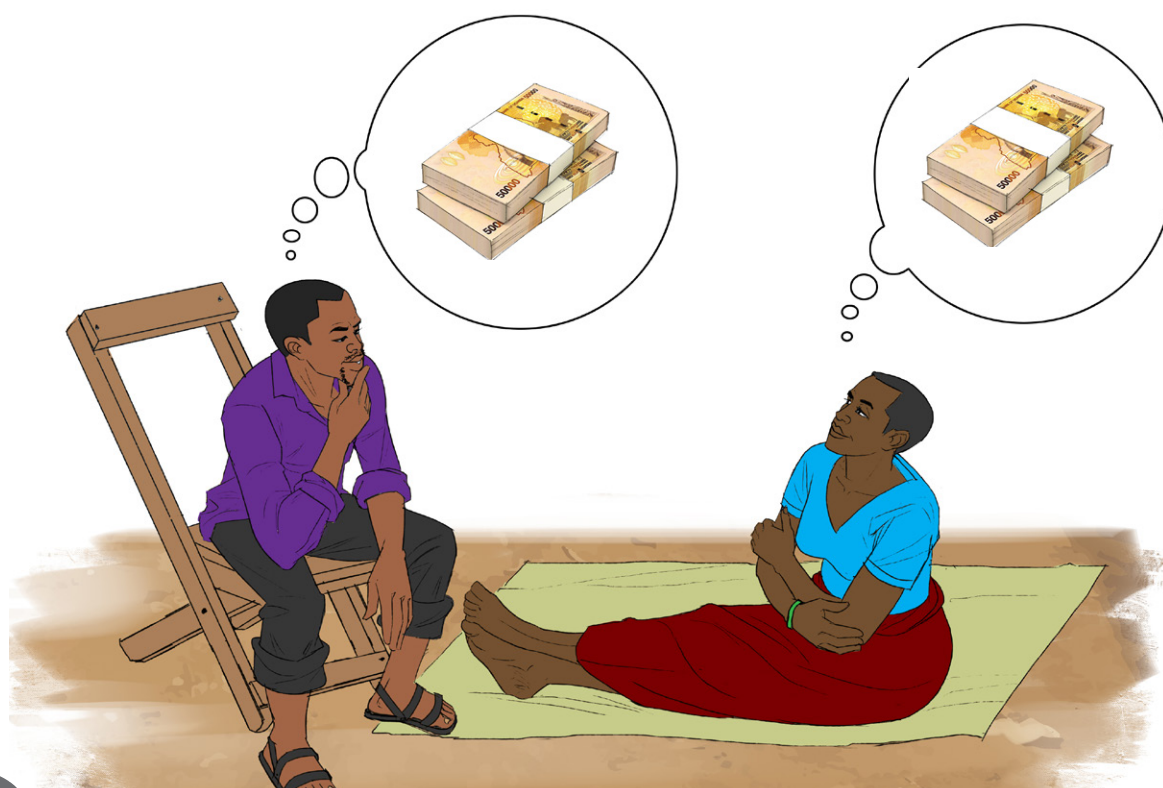
Write down information about the next business linkages and networking meeting and the 3 targets your FO wants to achieve from the meeting:

Date: _____

Time: _____

Location: _____

Targets: _____



Key messages

- FO members should self-reflect on the FO's achievements, challenges and opportunities.
- FOs have many opportunities for improving their existing business activities and services or adding new ones.
- Business Skills Training and Coaching for Farmer Organizations will help FOs identify their business challenges and opportunities and help them minimize the challenges and maximize the opportunities.

MODULE 2: Entrepreneurship



Objectives:

By the end of this module, participants should be able to:

- Understand the meaning of entrepreneurship and explore how entrepreneurs think about problems and solutions in their communities
- Recognize the skills of successful entrepreneurs and self-assess their own entrepreneurship skills
- Recognize the importance of the FO being entrepreneurial so that it helps members to make more money
- Take stock of how entrepreneurial their FO currently is and generate a list of additional services and investments they would want for their own FO.



Session 1

Introduction to entrepreneurship

Activity 1: Entrepreneur brainstorm

Instructions:

Read the following information to help you remember what entrepreneurship means and what it means to be an entrepreneur.

Participant's notes

What is entrepreneurship?

- Entrepreneurship is when you identify market opportunities and start a business venture.
- Entrepreneurship is the art of identifying viable business opportunities and mobilizing resources to start and run a successful enterprise.
- Entrepreneurship is when people have new ideas which can change/improve existing products and services.
- Entrepreneurship is when people invent new products and new services.
- Entrepreneurship is when you take risks to start a business venture, hoping for high rewards.

What does it mean to be an “entrepreneur”?

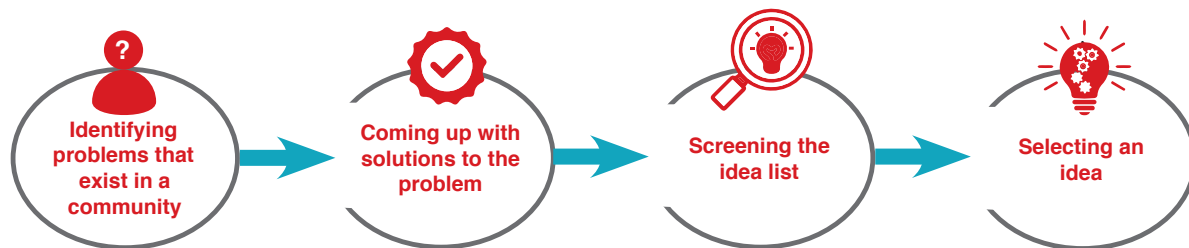
- An entrepreneur is a person who creates and develops a business idea and takes the risk of setting up an enterprise to offer a product or service that satisfies customer needs.
- An entrepreneur is a person who constantly scans the environment looking for anything that can provide opportunities for creating new growth-oriented business(es).
- An entrepreneur usually tries to solve a problem and finds ways to improve and grow the business.
- Entrepreneurs are:
 - Dreamers
 - Visionaries
 - Willing to take risks
 - Able to make something out of nothing
 - Creative and innovative
 - Able to imagine something better than what currently exists

Activity 2: Exploring the entrepreneurial process

Instructions:

Look at the following graphic and read the information to remember the steps in the entrepreneurial process.

Figure 1: The entrepreneurial process



Participant's notes

The entrepreneurial process

Step 1: Identifying problems that exist in a community

- Entrepreneurs are good at identifying the problems that exist in their community.
- They see problems as challenges that can be solved, rather than as challenges that will always exist.
- They ask themselves questions like:
 - Why does the problem exist?
 - What are the impacts of the problem?
 - Who is affected by the problem? How many people are affected?

Step 2: Coming up with solutions to the problem

- Entrepreneurs are creative and can imagine several different possible solutions for the challenges they identify.
- They take note of what their competitors are doing to solve the challenge, and they think of ways to improve their solutions or entirely different solutions.
- Some of their ideas might be totally crazy, but they don't put a limit on their brainstorming at the beginning.

Step 3: Screening the idea list

- After brainstorming as many ideas as possible, entrepreneurs start to trim the list. They ask themselves questions to test each idea's feasibility such as:
 - Are people interested in this product/service (is there enough demand)?
 - Will people rather buy this product/service than those already on the market?
 - Do I have the required skills to run this business?
 - Can I obtain the raw materials, tools and equipment throughout the year for this business?
 - Can I sell the products/services at a profitable price?



Participant's notes

Step 4: Selecting an idea

- The final idea should be able to help solve the identified problem, and also be a viable business idea that can make money for the entrepreneur.

Activity 3: Entrepreneur case studies

Instructions:

Read your assigned case study and discuss the questions in your small group. If you have extra time, you can read and discuss another case study.

Case study 1

The entrepreneur: Marula Proteen Limited is a company based in Kampala which transforms city waste into sustainable animal feed and fertilizer.

The problem: In 2017, the founders of Marula Proteen set out on a mission to find a way to repurpose city waste, employ local youth and tackle food security issues.

The solution: Marula Proteen feeds urban organic waste (rubbish) to Black Soldier Fly larvae. After a short period, the larvae can be harvested, dried, and processed into high-quality protein feed for livestock, as well as organic fertilizer for crops.

The impact: Their product helps farmers raise healthier animals that can fetch higher prices, and/or achieve a higher yield of crops. In this way, their product helps to tackle the problem of food security. Their outgrower scheme, which trains youth how to rear the Black Soldier Fly larvae, employs youth and helps to reduce the issue of youth unemployment.



Credit: <https://weareproteen.com/>

Case study 2

The entrepreneur: Vert Fields is a company based in Nebbi and run by Blessed Grace Aleng which deals in rabbit meat.

The problem: Blessed wanted to help women and youth get out of poverty and be self-employed.

The solution: The company distributes rabbits to local women who raise them and multiply them. Eventually the women sell the rabbits back to Vert Fields at a profit. Vert Fields then processes the rabbit into rabbit meat products like rabbit burgers and sausages and sells them to large supermarkets and hotels in Kampala. The company helps local women and youth make money from selling rabbits while also benefitting financially from adding value to the rabbit meat and making connections with buyers.

The impact: In 2015, Blessed had supported 75 farmer groups in northern Uganda to start supplying rabbit meat within the region. The company also trains women on how to use the rabbits' waste as manure and pesticides for their vegetable gardens, which supports food security and organic farming.



Credit: <https://www.monitor.co.ug/uganda/magazines/full-woman/women-in-agricultural-entrepreneurship-1691532>

Case study 3

The entrepreneur: WimRob is a company founded in 2014 in Lira, Northern Uganda by Robert Okodia.

The problem: Many smallholder farmers lacked a reliable source of income.

The solution: WimRob provides apiculture starter kits to smallholder farmers so they can raise their own colonies of bees. The company also teaches beekeepers how to handle their bees and harvest the honey. WimRob then buys the honey from them, processes it, and turns it into products like honey and bees wax that they then sell both nationally and internationally for a profit.

The impact: The company works with 3,900 smallholder farmers (30% of which are women) who now have a reliable source of income thanks to WimRob. The company exports 50 metric tons of beeswax/honey per year.



Credit: <https://wimrob.com/about-us/>

Case study 4

The entrepreneur: Betty Ndugga, a nursery owner in Luwero District, Central Uganda.

The problem: Coffee Wilt Diseases has been destroyed over 12 million coffee plants since 1993. Women in Betty's community also lacked an ability to make an income.

The solution: Betty inherited a seedling nursery from her parents when they died. In 2014 she started using the nursery to grow seedlings which are resistant to coffee wilt disease. She employs women in her community to work in the nursery.

The impact: At first, Betty gave seedlings away to community members for free to help them start their own disease-resistant coffee gardens and help reforest the area. Later, she began selling the seedlings to the Uganda Coffee Development Authority at a fee. They would then distribute them to local farmers in a drive to revive the country's coffee sector.



Credit: <https://coffeeandclimate.org/climate-heroes-bettys-coffee-nursery-business/>

Case study discussion questions:

1. Does your community have the same problem as the one identified by the entrepreneur?
2. What do you think of the entrepreneur's solution? Do you have any other ideas for solving the problem?



Key messages

- An entrepreneur is any person who creates and develops a business idea and is willing to take the risk of setting up the business to produce a product or service which satisfies customer needs.
- Successful entrepreneurs identify problems in their community, brainstorm innovative solutions to the problems, and create a product/service that customers demand, which helps solve the problem and also makes them money.
- There are many agricultural entrepreneurs in Uganda who help solve challenges in the community. Many are also able to make a positive impact on youth, women, food security and greening/sustainability.

Session 2

Entrepreneur skills

Activity 1: Lawala game

Instructions:

Read the following information to remember the key take-aways from playing the Lawala risk Taking game.

Participant's notes

Entrepreneurs, calculated risks and identifying good opportunities

- Entrepreneurs are **calculated risk-takers**. This means that they take risks after estimating the probability of success or failure.
- Entrepreneurs enjoy the excitement of a challenge, but they don't gamble. Although they want to succeed, they avoid high-risk situations. **They prefer achievable challenges.**
- Some of the questions a potential entrepreneur can ask themselves before engaging in any decision requiring risk include:
 - Is the end goal worth the risk involved?
 - What is the probability of success?
 - What are the biggest obstacles to achieving the goal? Can I overcome them?

Participant's notes

Entrepreneurs, calculated risks and identifying good opportunities

- In summary, an entrepreneur:
 - Takes calculated risks after evaluating the risk-reward trade-off;
 - Avoids risks that are too high;
 - Uses their previous experiences to estimate risk; and
 - Acts independently of others and makes their own decisions.

Activity 2: Vote with your feet

Instructions:

Read the following information to remember some of the key skills and characteristics of successful entrepreneurs.

Participant's notes

Skills/characteristics of entrepreneurs

Entrepreneurs are:

- Innovative and creative
- Listen to others and use their opinions to make decisions
- Focused and not distracted to do too many ventures at once
- Persistent and don't give up easily
- Collaborative, team players
- Hardworking and work alongside their employees/partners
- Enthusiastic and full of energy
- Willing and able to learn from their mistakes
- Careful with money intended for their business and don't mix it up with their personal money
- Willing to take calculated risks
- Lucky



Activity 3: Am I an entrepreneur?

Entrepreneur self-assessment

Instructions:

For each statement, think about how well it describes YOU and put a tick (✓) in the corresponding box.

Green – you **strongly agree** that the statement describes you.

Yellow – you **agree** that the statement describes you, but you could still improve in this area.

Red – you **disagree** that the statement describes you and you could improve a lot in this area.

Then look at how many greens, yellows, and reds you have overall. Consider:

- How many greens do I have? What makes me good in this area?
- How many yellows do I have? What can I do to improve them to make them green?
- How many reds do I have? What can I do to improve in these areas?

Statement	Red	Yellow	Green
I am willing to accept the financial risks of going into business for myself.			
I would like to take full responsibility for the successes and failures of my business.			
I feel a great deal of pride when I complete a project successfully.			
I have a high energy level and high motivation level that I can maintain over a long time.			
People trust me and consider me to be honest and reliable.			
I always try to complete every project I start, regardless of obstacles and difficulties.			
I don't give up easily.			
I can make decisions quickly.			
I have a good network of friends and business acquaintances.			
I am willing to take calculated risks.			
I am willing and able to work without receiving a steady salary/ income.			
I am creative and I look for solutions to solve problems.			
I can work on just one or two projects for a long time. I don't get distracted.			
I am a good listener and I take advice from others well.			

Statement	Red	Yellow	Green
I am willing to offer time to my FO within the week			
I am willing to work harder on my business than any of my employees.			
I am careful with money. I can stick to a budget and I don't overspend.			
I like making decisions on my own. I trust my own judgement.			
I can keep working even when others doubt me.			
I pay attention when I make mistakes and I learn from them.			



Key messages

- An entrepreneur assesses a situation, the opportunities, the risks, and the benefits and then decides whether something is worth doing.
- Entrepreneurs tend to be creative, innovative, self-motivated, persistent, hardworking and responsible. They are team players who are willing to listen to others, but they are also capable of making decisions on their own.

Session 3

Seeing the FO as a business

Activity 1: Roundabout simulation

Instructions:

Read the following information to remember the key take-aways from the Roundabout Simulation.



Participant's notes

Roundabout simulation takeaways

The roundabout simulation showed how you can go anywhere and do anything someone tells you to do if you don't have a direction to follow or a plan in place. You can easily be taken advantage of by other people if you are just following others without thinking.

The FO needs to have a direction and a business plan so that it does not get taken advantage of by others.

- For example, FOs should have a plan for who they will sell their products to, so that they don't get taken advantage of by middlemen at the end of the harvest season.
- The FO should have a plan for how to invest their money so that they don't get taken advantage of by a conman.

When FOs see themselves as a business and set goals, they are more likely to stick to their plan and not be willing to follow anyone and everyone who passes by.

Activity 2: Successful FO scenarios

Instructions:

Read your assigned case study and discuss the questions in your small group. If you have extra time, you can read and discuss another case study.

Case study 1

The Mukwano FO operates in Luwero, Central Uganda. They sell maize as a group. Last year, they made a business plan to give their FO a better direction and help members make more money. They first decided to raise money from FO members to buy a small maize milling machine. With the machine, they can now offer milling services to FO members at a low price and to other community members at a higher price. Next, they realized that FO members were spending a lot of extra money buying their farming inputs like seeds and chemical fertilizer separately. They now arrange a bulk purchase of the inputs the FO members need and arrange for transport from town. This decreases the unit cost of the inputs for the members and saves them money on transport. It also helps farmers to have their seeds and fertilizer on time when they need it to plant well. The FO continues to brainstorm ways that they can make their FO more entrepreneurial and help their members make more money. They are constantly looking for money-making opportunities and revising their business plan accordingly.



Case study 2

The Ripe Aye Teko FO operates in Kitgum, Northern Uganda. All members in the group sell oilseed, but they often struggle to find market individually. After a particularly difficult season where some FO members failed to sell all their oilseed at a good price, the FO members came together to discuss how they want the FO to help them make money. They decided that the FO would start doing collective marketing to find bigger buyers who are willing to pay better prices for their oilseed. This was successful in the next harvest season and members were pleased that the FO was able to help them make more money. After this success, the FO decided to make a formal business plan to help them determine other services to offer members to help them make money. In their plan, they decided that the FO would offer bulk transportation for taking members' harvest to the buyers. This helped reduce on post-harvest losses during transportation and also made the transportation aspect of marketing less stressful and expensive for members. The FO plans to continue expanding the services they offer members in the future.



Case study 3

The Rafiki FO operates in Arusha, Tanzania. Members sell beans together each season and the FO helps them make more money than they would if they were working alone. However, this was not always the case. A few years ago, the FO was almost collapsing and not working well. Then the leadership decided to take charge and transform the FO into a fully functioning organization that could help its members make money. They met with members and listened to their needs. The members said that they struggled with land preparation because they had to do everything by hand since renting a plough was too expensive. The FO decided to prioritize buying a plough that the group can share. This worked well, and they were even able to rent out the plough to other non-member farmers who prepared their land for other crops at different times of the year. The money raised from renting out the plough helped them eventually buy another one. They continued like this until they had enough money to buy a tractor. Now they can plough all members' fields quickly with the plough and also rent the tractor out to non-members to make money. The FO has a plan to start sharing the income from the tractor among members. The Rafiki FO is doing well and planning their next group investment.



Case study 4

The Kidogo Kidogo FO operates in Nakuru, Kenya. Members sell rice together, but they struggle with having enough cash on hand when it is time to do different farming activities. Many members were falling victim to loan sharks. The interest the loan sharks were charging were crippling these members with debt. The FO came together and made a business plan which took members' problems into consideration. The business plan called for the FO to start a SACCO so that members would not need to rely on loan sharks to get loans. Now, the SACCO is operating well, making some money from interest fees and helping members. Everything was going well, until FO members started complaining about how 20% of their produce is rejected by buyers because of its low quality. The FO decided to expand the business plan to include an aspect of paying extension workers to train FO members on best agricultural and post-harvest handling practices. After this training, members reported receiving higher prices for their produce and selling more of it due to its high quality. The FO continues to look out for problems their members are facing so it can find solutions that make members' lives easier and increase their income.



Case study discussion questions:

1. What challenges were FO members facing?
2. What is the importance of the FO's business plan?
3. What services did the FO offer members that helped them make more money?
4. Would you want your FO to offer these services?
5. What attitude does the FO have at the end of the case study? Are they finished with trying to help FO members make money?



Key messages

- FOs need to think of themselves as businesses. They need to have a business plan and a pre-determined direction that they are working towards.
- If the FO doesn't have a business plan, it may not be very entrepreneurial and it may be taken advantage of by others.
- Successful FOs make a business plan and then take steps to achieve that plan. They are careful with money and they are always looking out for opportunities.
- Successful FOs want to help their members make money, so they offer members services and they make investments that can help all members make more money.

Session 4

Running an entrepreneurial FO

Activity 1: How entrepreneurial is our FO?

Instructions:

Read each statement on the stock-taking form below. For each statement, decide how well the statement describes your FO.

- If you **strongly agree** that the statement describes your FO, write **number 5**.
- If you **agree** that the statement describes you, write **number 4**.
- If you **somewhat agree** and somewhat disagree that the describes you, write **number 3**.
- If you **disagree** that the statement describes you, write **number 2**.
- If you **strongly disagree** that the statement describes you, write **number 1**.

No.	Aspect	Score (1-5)
1	Our FO does not depend on any external pushing to do things for its business development. We can get things started on our own.	
2	Our FO is creative and innovative in providing solutions to challenges faced by its members or the community.	
3	Our FO has a clear vision and dreams big.	
4	Our FO has translated its vision into short and medium goals for its business development.	
5	Our FO is doing everything it can to set business goals and objectives.	
6	Our FO is doing everything it can to accomplish its set business goals and objectives.	
7	Our FO learns from its past mistakes and aims to improve always.	
8	Our FO thinks about making profit and growing the business.	
9	Our FO believes in using technology to do business.	
10	Our FO contributes to rural growth and development.	



11	Our FO understands and uses the strengths and skills of its members to grow and improve.	
12	Our FO identifies its weaknesses and aims to turn them into strengths.	
13	Our FO raises its own capital to finance business.	
14	Our FO believes in long-term business growth and development.	
15	Our FO can identify business opportunities.	
16	Our FO seizes business opportunities as they arise and takes advantage of them to the benefit of all members.	
17	Our FO takes calculated risks to grow the business.	
18	Our FO keeps careful track of money and uses it wisely.	
19	Our FO can tell which business ventures are making a profit and which are not.	
20	Our FO and its members are trusted and respected in the community.	
		TOTAL SCORE

Table 2: Entrepreneurial FO stock-taking form

Score interpretation

- 1-25: Our FO is not very entrepreneurial
- 26-50: Our FO has some entrepreneurial aspects, but needs a lot of improvement
- 51- 75: Our FO is somewhat entrepreneurial, but could still improve
- Above 75: Our FO is very entrepreneurial


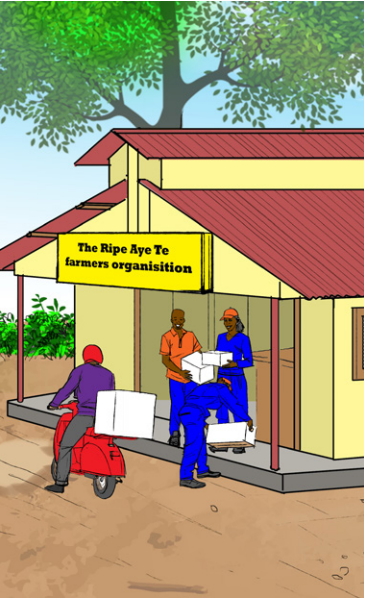
Discussion questions:

- Which aspects (if any) did we score the FO a 4 or 5? Why? What makes the FO very entrepreneurial in this aspect?
- Which aspects (if any) did we score the FO a 1 or 2? Why? What does the FO need to improve to be more entrepreneurial in this aspect?
- What total score did we give the FO? Do you think the FO is entrepreneurial overall? Why or why not? What are we doing well? What needs to improve?

Activity 2: Possible FO services and investments

Instructions:

Take a look at this table of services that FOs can offer and consider which you would like your FO to offer to members.

FO business service	Benefits for members (Internal clients)/value proposition to members	Role of the FO
<p>Collective marketing</p> 	<ul style="list-style-type: none"> • Negotiation for better prices due to high volumes • Saving on transport costs by volume sharing • Cost reduction and convenience of using common resources for gathering information (e.g. prices) • Potential for long-term sales agreements with bigger and more reliable buyers • Profit sharing from the service 	<ul style="list-style-type: none"> • Facilitate collective marketing or FO buys from members • Charge a fee for: <ul style="list-style-type: none"> - Bulking/Aggregating produce, possibly in an FO owned or rented warehouse - Negotiating price and volumes - Organizing transport, insurance, grading, bagging, etc.
<p>Input procurement (e.g. pesticides, chemical fertilizer, seeds, etc.)</p> 	<ul style="list-style-type: none"> • Negotiation for better prices due to high purchase volumes • Saving on transport costs by volume sharing • Cost reduction and convenience of using common resources for gathering information (e.g. prices) • Potential for long term purchase agreements with more reliable input producers • Easier to avoid purchasing of fake inputs by ensuring legitimacy of sellers • Profit-sharing from the service 	<ul style="list-style-type: none"> • Sell inputs directly or facilitate purchase of inputs by members • Charge a fee for: <ul style="list-style-type: none"> - Taking individual orders. - Organizing commitment. - Savings during harvest or sell period for purchasing the inputs. - Gathering information about the legitimate sellers and their benefits (e.g. germination guarantee/ refund, prices, discounts for early purchasing, etc.) - Organizing transport.



FO business service	Benefits for members/value proposition to members	Role of the FO
<p>Financial services</p> <p>(e.g. savings, credit, insurance, mobile money, etc.)</p> 	<ul style="list-style-type: none"> • Reduced cost of gathering information about available financial services • Reduced cost of borrowing (if FO can provide service) • Convenience of access 	<p>The FO can provide or facilitate access to different financial services. Depending on their capacity, the FO can either levy a fee for organizing/ providing each service or the FO can run the business and earn revenues.</p> <p>Savings:</p> <ul style="list-style-type: none"> • Facilitate the training of members in setting up VSLAs • Encourage individual savings at formal financial institutions <p>Credit:</p> <ul style="list-style-type: none"> • Facilitate the training of members in setting up and running VSLAs • Apply for credit on behalf of members at formal credit institutions • Offer savings/ credit facilities as a registered cooperative • Set up a SACCO to help facilitate saving among FO members <p>Insurance:</p> <ul style="list-style-type: none"> • Facilitate setting up of VSLAs that have an insurance fund in-built • Approach insurance companies to request information about products such as weather index insurance and life/general insurance. The FO can then decide if they should apply as a group which is often cheaper than individually. <p>Mobile money:</p> <ul style="list-style-type: none"> • Employ someone or an FO member to run the mobile money/agent banking on behalf of the FO <p>Other financial services:</p> <ul style="list-style-type: none"> • Conduct periodic financial needs requirements of members and aggregate demand for respective financial services providers. • Work with financial service providers to conduct group appraisals of the respective farmers. • Facilitate financial literacy service providers

Table 3: Possible services FOs can offer

<p>Training and extension services</p> 	<ul style="list-style-type: none"> Improved output and quality resulting in increased incomes 	<p>Depending on the FO's capacity they can:</p> <ul style="list-style-type: none"> Facilitate access or provide directly Arrange for an external expert to come and visit the FO Send a member to receive training then come back to share the knowledge Organize peer learning <p>The FO members would need to contribute to paying for the service.</p>
---	--	---

Instructions:

Take a look at this table of investments that FOs can make and consider which you would like your FO to make to help members make more money.

FO investment	Benefits for members (Internal clients)/value Proposition to members	Role of the FO
Purchasing processing/ value addition equipment (e.g. milling machine)	<ul style="list-style-type: none"> Improve earnings through selling higher value produce 	<ul style="list-style-type: none"> The FO could gather commitment savings or fees from members, purchase processing machinery and charge a usage fee.
Purchasing other equipment (e.g. plough, weighing scales, calculator, measuring tape, sprayers, tillers, shovels, tractor, etc.	<ul style="list-style-type: none"> Increase productivity Saving on fees for hiring equipment from others/from far away Saving time by accessing equipment 	<ul style="list-style-type: none"> Hiring out equipment Selling equipment Facilitating linkages to sellers of equipment

Table 4: Possible investments FOs can make



Key messages

- Entrepreneurial FOs are creative, innovative, and always looking out for opportunities to help their members make more money.
- Entrepreneurial FOs set business goals and work steadily together towards those goals.
- Entrepreneurial FOs take calculated risks and are careful with money. They do not overspend or use members' money for wrong things.
- Entrepreneurial FOs offer their members services like collective marketing, input procurement, financial services, and training/extension services.
- Entrepreneurial FOs make smart investments like buying equipment that members can use, or which can be rented out to other community members at a fee.

MODULE 3: The entrepreneurial FO



Objectives:

By the end of this module, participants should be able to:

- Develop a shared vision and set of core values for the FO
- Assess the FO's strengths, weaknesses, opportunities, and threats (SWOT)
- Use the entrepreneurial process to determine services, investments, and products the FO can pursue to help members make money
- Create SMART goals and accompanying action plans for the FO for the next 6 months



Session 1

Creating a vision for the FO

Activity 1: Brainstorming the FO's core values

Instructions:

Read the following information to remember what “core values” mean for an FO and some example core values that FOs may have.

Participant's notes

Core values

Core values are the fundamental beliefs that a company/FO holds and expects their employees/members to live by. Core values also help companies/FOs determine if they are on the right track as they work to fulfill their business goals.

Core values are important for building an FO's reputation. People from the community should be able to clearly tell that the members of the FO live by their core values in terms of how they do business professionally and how they conduct themselves personally.

Example core values for an FO:

- Integrity
- Transparency
- Quality
- Sustainability
- Honesty
- Entrepreneurial
- Forward-looking
- Gender-equality
- Inclusion
- Accountability

Activity 2: Brainstorming the FO's vision

Instructions:

Read the following information to remember what a “vision” means, some guidelines for creating an FO vision, and some example visions for an FO. Then write down some initial ideas for what you think your FO's vision could be.

Participant's notes

What is a “vision”?

A vision describes where a company/FO wants their community, or the world, to be as a result of the company's products and services.

It is the big picture of what your company/FO wants to accomplish or achieve. It is a shared understanding of where we want to be and what we want to strive for within a certain period of time.

It is the “why” of the FO's existence.

Guidelines for creating a vision

A vision should be:

- concise (average 14 to 15 words)
- clear
- memorable
- forward thinking
- ambitious
- creative
- specifies what success looks like for you
- linked to business goals

Points to consider in the vision:

- What is your FO's overall business goal?
- How does your FO want to impact Uganda/the world?
- “Why” does your FO exist?
- What kind of future does your FO imagine?
- What are your core values and how can the vision reflect those?



Example FO visions

1. To empower farmers and communities to identify their potential and fully engage them in social and productive economic programs that can help alleviate poverty in the region.
2. To improve the living conditions for member households through agricultural practices and better natural resource management.
3. To be the leading producer of quality maize and soya bean grains to meet the expanding local, regional, and international markets.
4. To be a prosperous FO providing quality services to members to enhance profitability from the oilseed business.

Initial ideas for my FO's vision:



Key Messages

- Companies, including FOs, need to determine their core values so that they know what shared values everyone in the company/FO agrees to and must abide by.
- Example core values that an FO might choose are: integrity, transparency, quality, sustainability, honesty, entrepreneurial, forward-looking, gender-equality, inclusion and accountability.
- A vision is a shared understanding of where we want to be and what we want to strive for in a certain period of time. It is a compelling and inspiring image of a desired future that an FO seeks to achieve.
- A vision guides the FO with regards to what it would like to achieve together. It is necessary for the FO to have a common purpose because it helps focus the FO. It can also inspire change and motivation among FO members. It guides the type of leaders to elect and members to have in the FO.

Session 2

The FO's SWOT

Activity 1: Analyzing the FO's SWOT

Instructions:

Read the following information to remember what SWOT means.

Participant's notes

SWOT analysis

S= Strengths: are within the control of the FO and should be used to make the business a success and make the weaknesses less damaging.





W= Weaknesses: are within the control of the FO and should be eliminated if possible.

O= Opportunities: are positive or favorable factors in the environment which the FO should make use of or which make a new business idea potentially successful. They are possibilities that the FO might not have exploited yet. They are, however, mostly beyond the control of the FO.

T= Threats: are negative or unfavorable external factors in the environment and normally beyond the control of the FO. They negatively affect the business, if they are not eliminated or overcome. Threats differ from weaknesses in that they are beyond the control of the FO. The purpose of analyzing threats is to look for ways to avoid them or try to lessen their impact.

Instructions:

Copy the final FO's SWOT because you will need to refer to it in later sessions.

The FO's final SWOT			
S (trengths)		W (eaknesses)	
O (pportunities)		T (hreats)	



Key messages

- An FO should assess its strengths, weaknesses, opportunities, and threats (SWOT) often.
- Understanding the FO's strengths and opportunities is important because it can help the FO to exploit them to their benefit.
- Understanding the FO's weaknesses and threats is important because it can help the FO to reduce them or eliminate them.
- Being aware of the FO's SWOT is important for goal setting because the FO can set goals which leverage their strengths and take advantage of opportunities. The FO can also set goals aimed at turning their weaknesses into strengths.

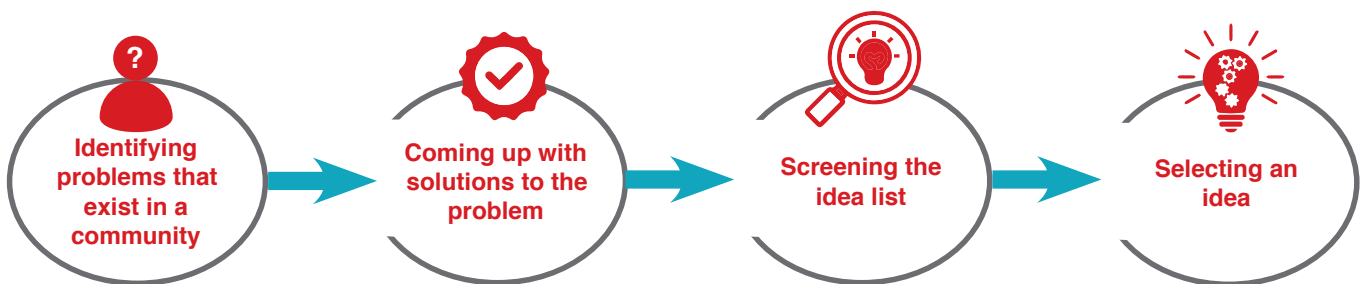
Session 3

Determining the FO's services, investments and products

Activity 1: Using the entrepreneurial process to determine services, investments and products

Instructions:

Follow the steps below to brainstorm some possible entrepreneurial services, investments, and/or products for your FO.



Step 1: Identifying problems in the community

Problems in our community that our FO could help to solve:

1. _____
2. _____

3. _____
4. _____
5. _____

Step 2: Coming up with solutions to the problem

List the services, investments, and products that the FO could use to help solve the problem. These can be entirely new services, investments, and products, or those that the FO currently offers/has. At this point, think of any ideas you can no matter how “crazy” they seem.

Possible services the FO could offer to help solve the problem(s)	Possible investments the FO could make to help solve the problem(s)	Possible products the FO could offer to help solve the problem(s)

Step 3: Screening the idea list

For each investment idea, answer the following questions:

Investment idea 1		
	Yes (✓)	No (X)
Are FO members interested in using/paying for this service?		
Are other members of the public interested in using/paying for this service?		
Do FO members currently lack access to this service, or are their current options for this service too expensive?		
Does the FO have the required skills to offer this service, or can the FO acquire the skills needed?		
Can the FO acquire the equipment needed to offer this service (if applicable)?		
Does the FO have the capital needed to offer this service, or can it get it?		
Will offering this service help make FO members money?		

For each service idea, answer the following questions:

Investment Idea 1:		
	Yes (✓)	No (X)
Do any FO members know about how to use this investment to make money, or can they learn?		
Can the FO realistically raise the capital needed to buy this investment?		
Can the investment be kept/stored in a safe environment?		
Can this investment be used to offer services, or produce products that can be profitable for members/the FO?		
Will the investment help FO members/the FO make more money than what was invested into it?		

For each product idea, answer the following questions:

Product idea 1:		
	Yes (✓)	No (X)
Are customers interested in buying this product?		
Is there currently a gap in the market (there are few competitors)?		
If there are competitors, will customers prefer to buy the FO's product rather than the competitor's product (is ours unique/ lower priced/higher quality)?		
Do FO members have the skills to produce this product, or can FO members acquire the skills needed?		
Can the FO acquire the raw materials needed to produce this product?		
Can the FO acquire the equipment needed to produce this product?		
Do FO members have the capital needed to produce this product, or can they get it?		
Can FO members sell this product at a profitable price?		



Step 4: Selecting ideas

Which services, investments and products had the most tick marks? What is the final list of services, investments, and products the FO will try out for now?

Services: 1. _____
2. _____
3. _____

Products: 1. _____
2. _____
3. _____

Investments 1. _____
2. _____
3. _____



Key messages

- FOs should use the entrepreneurial process to identify problems in their community and brainstorm potential solutions which can be profitable for or beneficial to FO members.
- FO members should be able to benefit from the services offered by the FO. One goal of the FO should be to help their members benefit financially from their involvement in the FO. One way to do this is to offer services which are valuable to members, and which support their individual agricultural businesses.
- The FO can make investments which help contribute to the services it offers, or which can be used to make money for the FO/FO members.
- The FO should be on the lookout for new products which members can produce and sell at a profit. FOs should adopt an entrepreneurial mindset and constantly be on the lookout for new products that they can offer to customers at a profit.

Session 4

Creating goals and an action plan for the FO

Activity 1: What are your personal goals?

Instructions:

Consider your own personal goals and complete the following “mind map” about them.

How much money do you want to make from your farming business?

.....
.....
.....
.....

What are your food security goals?

.....
.....
.....

What are your personal goals?

What are your production goals for your farming business?

.....
.....
.....

What are your goals for your family?

.....
.....
.....

What are your non-production goals for your farming business?

.....
.....
.....

Activity 2: Setting SMART goals for the FO

Instructions:

Read the following information to remember what SMART goals are and write down your FO's final, agreed SMART goals.

Participant's notes

Setting goals

A **goal** is something that we want to do, have or be in the future that we work to achieve.

Goals are important because they give you a sense of purpose and direction. They help you focus your hard work on something you know you want to achieve. Goals help you stay motivated.

SMART goals

S – Specific: This means that the goal says exactly what you seek to achieve. It should not be unclear or very general.

M – Measurable: This means there is a way to measure (know) if the goal has been achieved.

A – Achievable: This means that the goal is possible for you to reasonably achieve, taking your available resources and time into consideration.

R – Relevant: This means that the goal should be relevant to the FO's overall vision.

T – Timebound: This means that the goal has a specific time period during which it should be achieved.

An example SMART goal

SMART Goal: We will increase our FO's production of oilseed by 20% within 2 seasons.

- This goal is SPECIFIC because it tells exactly what the FO wants to do – increase their oilseed production by 20%.
- This goal is MEASURABLE because it will be easy to tell if it was achieved. If the FO's production increases by 20% after 2 seasons, we will know that the goal was achieved.
- This goal is ACHIEVABLE because increasing oilseed production by 20% is a realistic goal – it is not too ambitious and it is not too easy. The time period for achieving it is also long enough that the FO must increase production by 10% each season to make it happen.
- This goal is RELEVANT because the oilseed production is something that the FO already does.
- This goal is TIMEBOUND because it tells the time period during which the goal should be achieved (2 seasons).



Our FO's SMART goals:

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____



Activity 3: Action planning

Instructions:

Create an action plan for your group's assigned SMART goal. Use the template below for the action plan.

Action plan template								
SMART goal:								
No.	Activity	Timeframe		Human resources needed	Material resources needed	Source of material resources	Responsible person	Remarks/ comments
		Start	End					
1.								
2.								
3.								
4.								
5.								
6.								
7.								



Key messages

- FO members should first consider their personal goals and then set goals for the FO which can help them achieve their personal goals.
- FOs should set both production and non-production goals. Their production goals should be ambitious, but realistic.
- All goals should be SMART – specific, measurable, actionable, relevant and timebound.
- “Failure to plan is planning to fail”. It’s important for an FO to plan how they will achieve their goals by creating and following an action plan.
- Action plans should be specific, realistic, include the activities which will lead to the goal and the timeframe for achievement. People should be assigned to each activity so that there is accountability.

MODULE 4:

Group dynamics



Objectives:

By the end of this module, participants should be able to:

- Recognize how teamwork makes the FO stronger and appreciate the benefits that can result from working together in an FO
- Recognize how exclusion and discrimination against some members can damage an FO
- Appreciate that different FO members can contribute their different skills to make a strong team
- Identify different conflicts that have happened in the FO and practice how to resolve them better in the future.

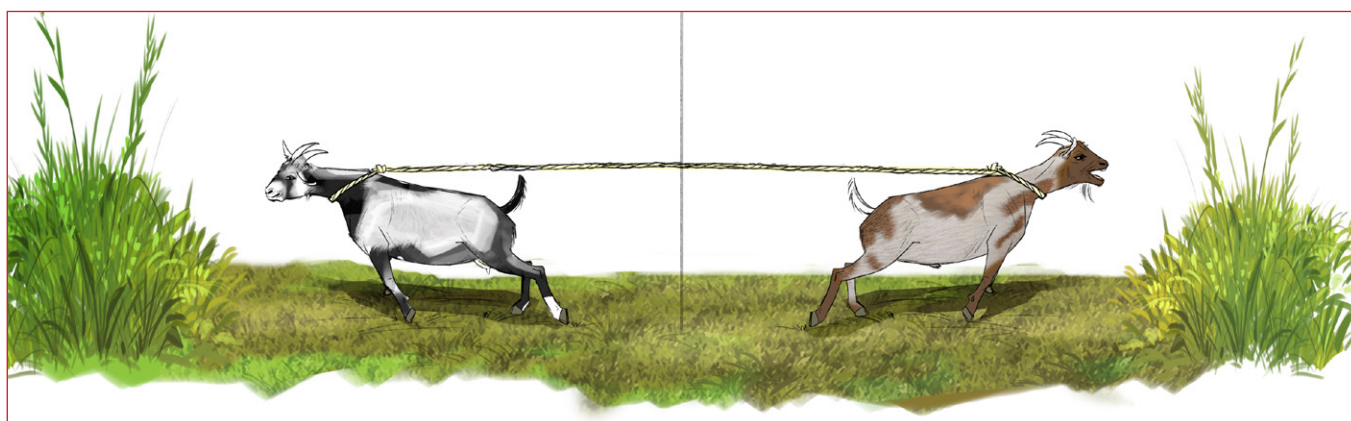
Session 1

The benefits of working in a team

Activity 1: Teamwork simulations

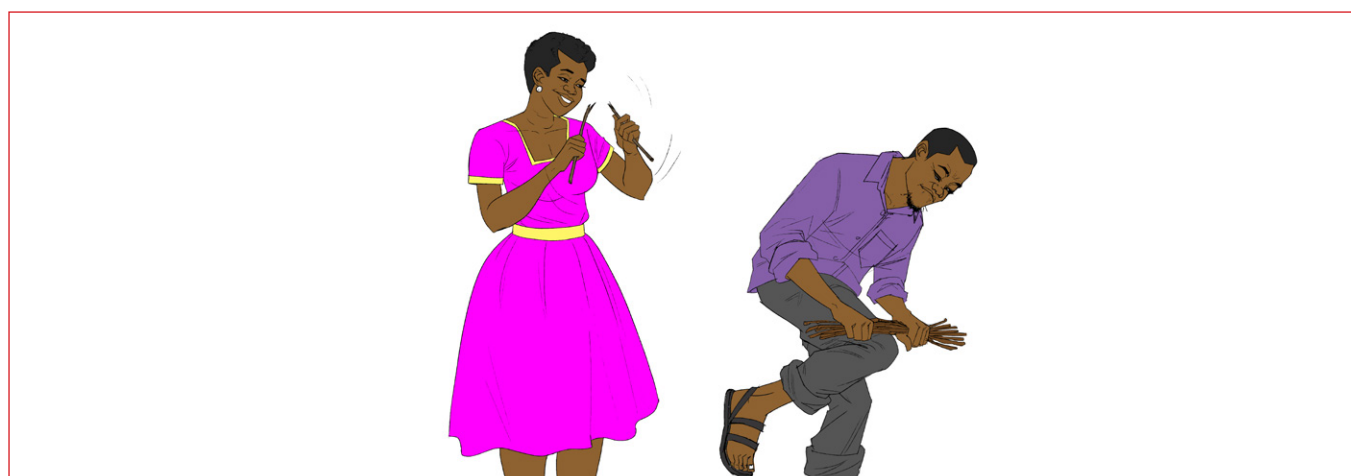
Instructions:

Look at the illustrations and morals of the stories below. Consider how they might be good keep in mind when building teamwork in your FO.



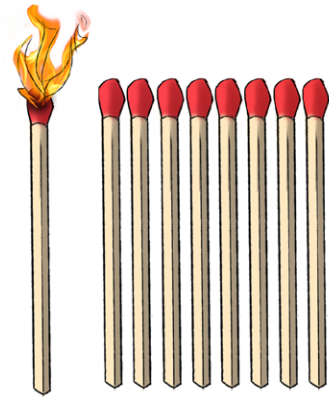
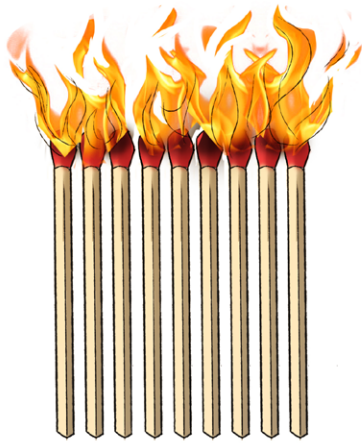
Moral of the story: Two goats

FO members are stronger together. They can achieve great things if they pick one shared vision/set of goals and work towards it together.



Moral of the story: Breaking sticks

FO members are stronger together. They can withstand outside pressures and difficulties when they are united. Farmers working alone cannot rival the strength of an FO that works as a united force.



Moral of the story: Lighting sticks

FO members are stronger together. They can support each other during difficult times and “relight each other’s fires” after a difficult period. If you try to work alone, you will have less support when your “fire goes out”.

Activity 2: Teamwork race

Instructions:

Read the following information to remember about the benefits of working as a team in an FO.

Participant’s notes

Benefits of working as a team in an FO

- It is easier to benefit from discounts due to bulk procurement.
- It is easier to access better markets due to collective marketing.
- It is easier to raise more capital for investment and operations among many FO members than an individual could raise by themselves.
- It is easier to access external support such as training and funding from banks, the government, and donors.
- FO members have a diversity of skills, so members can support each other. This makes individual members’ weaknesses less important because they are cancelled out somewhat by other members’ strengths in the same areas. Productivity is higher due to this diversity of skills.
- Time is saved due to sharing of the workload.
- Risks are shared amongst team members.
- Each member brings their network of people and information which helps to broaden the FO’s business network so that it is wider than any one individual could attain on their own.



Key messages

- The FO is stronger when it works together and members support each other. The FO can withstand outside pressure when it is united together.
- The FO should have a shared vision and set of goals that it works towards together for the best result.
- Individuals can gain a lot by joining an FO and taking advantage of the benefits of working together as a group. Members can benefit from collective marketing, collective input procurement, and shared skill sets, among many other benefits.

Session 2

Threats to teamwork

Activity 1: Threats to teamwork brainstorm

Instructions:

Read the following information to remember what factors could harm teamwork in an FO, so you and fellow FO members can work to prevent them.

Participant's notes

Factors that negatively affect teamwork in an FO

- Leaders are not willing to delegate tasks to others.
- There is a lack of respect among members.
- Members are not given equal opportunities to participate or contribute.
- There is poor communication, especially if the FO does not hold meetings regularly with members.
- There is a failure to comply with constitutional rules (such as failure to elect office bearers after their term is over).
- There is a lack of transparency in the management of FO finances.



Key messages

- Many factors can negatively affect teamwork in an FO, including excluding or discriminating against some members based on their gender, age, ethnicity, etc. Instead, FOs should strive to be fair and inclusive of all members and recognize that everyone has something to contribute.
- When choosing people for leadership positions in an FO, it is important to consider someone's abilities rather than their gender, age, or status. FOs can benefit from their members' diverse skills and backgrounds, if they are willing to value what their different members can offer.
- It is important to ensure that everyone in an FO has a chance to participate and lead if they show interest and aptitude for it. Sometimes people don't come forward to lead or participate because they are shy, but this does not mean that they are not capable.

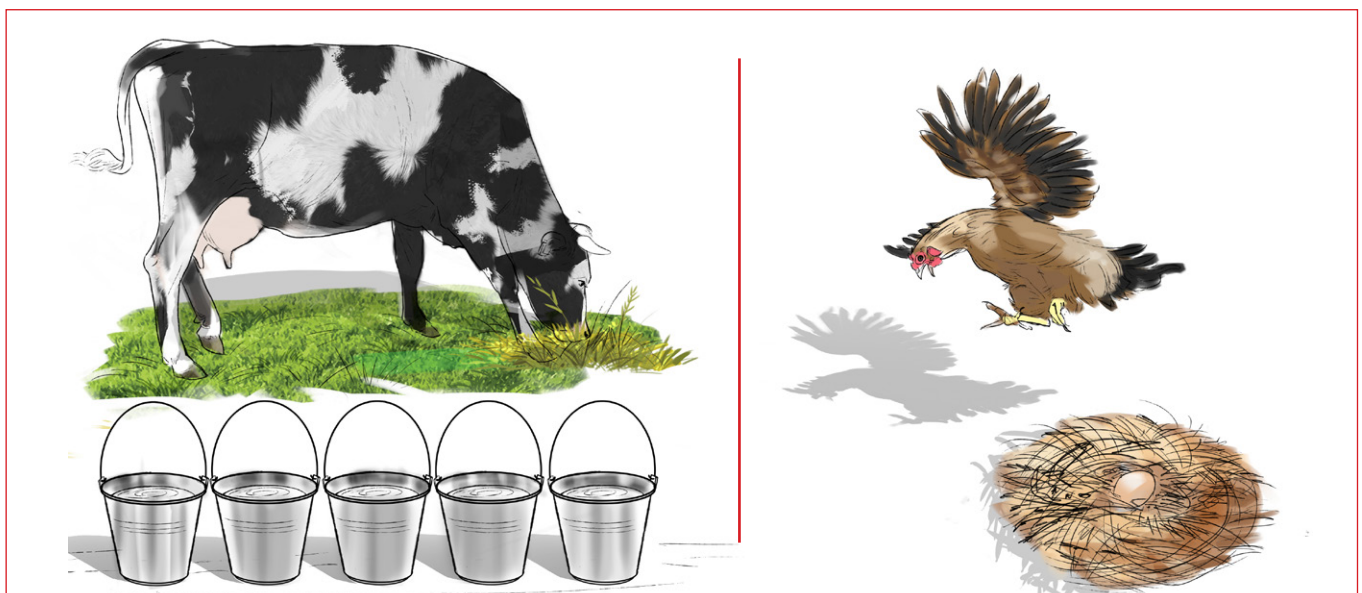
Session 3

Creating an inclusive team

Activity 1: Quiet cow, noisy chicken

Instructions:

Look at the illustration and read the following information to remember what you learned from the quiet cow and noisy chicken analogy.



Participant's notes

Quiet cow and noisy chicken

Quiet people often have a lot to offer, but they often are overlooked because they are not as loud as other people. Meanwhile, loud people may not have as many skills or as much to offer but they are loud, so people pay attention to them.

The FO should not overlook members just because they are quiet or are not announcing themselves and their skills (the cows). It should take time to understand different members' skills and should purposely ask everyone how they might want to be involved or what skills/time they can offer.

The FO should not only pay attention to the loud members (the chickens) because they might not be the best suited for leadership positions in terms of the skills they have or the commitment they are willing to make to the FO.

Activity 2: Building a team based on skills

Instructions:

Read the “teammate types” below and ask yourself the following questions:

- What broad category of teammate are you? Are you a thinker, action taker or people-person? Or are you a combination of more than one? How do you know?
- Which specific type of teammate are you? Are you one specific type, or could you see yourself as a few different types?

NOTE

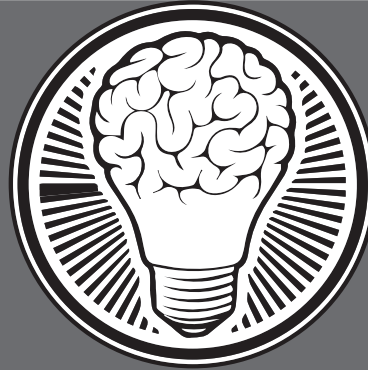
You might feel like you “fit” into more than one broad teammate category, or you might feel like you have attributes of several different “specific teammate types”. This is normal and is likely beneficial to the teams you belong to – almost no one fits entirely into only one teammate role. Teams need people with all types of personalities and skills (and combinations of them) to be successful. It is important to reflect on what role in a team you think you might help fill now.

Your role in a team may also evolve over time as you gain new skills. It is also important to think about what team role you might want to have in the future and work on gaining skills to fill that role well.



What type of teammate are you?¹

Broad category: The thinkers



Specific teammate type:

The monitor evaluator

- You make decisions based on facts and rational thinking as opposed to feelings or instincts.
- You are serious and excel at critical thinking and strategic planning.
- You often remain objective and do not let your emotions take over.
- You carefully consider all angles and possibilities of a problem and can devise insightful solutions.
- You consistently make effective decisions.

Specific teammate type:

The specialist

- You are an expert in a specific field.
- You have in-depth knowledge about a narrow subject and can offer valuable insight on that subject.
- You can advise your team when it comes to the expert technical knowledge you have.
- You are enthusiastic about your area of expertise and eager to share your knowledge with junior members who want to learn.

Specific teammate type:

The plant

- You are a free-thinking, creative person who can produce original ideas and suggest innovative ways to complete a task.
- Your ideas may seem radical and may not always be practical, but you are an innovator and inventor who is always looking for new ways to do something.
- You challenge conventional and established ways of doing things. You help inspire growth and progress within the team.

¹Descriptions adapted from the Belbin Team Inventory.

**Broad category:
The action-takers**



Specific teammate type:

The Shaper

- You are goal-oriented and you can motivate yourself and others to achieve results.
- You are driven and can inspire passion in other team members.
- You remain positive despite challenges. You push yourself and others to overcome obstacles through sheer determination.
- You act decisively and drive progress in a team.

Specific teammate type:

The implementer

- You are an organizer and you like to maintain order.
- You are a hard worker who likes to get things done in a systematic way.
- You are highly disciplined and self-controlled.
- You can disregard your own self-interest to focus on the needs of the team.
- You are practical and diligent and ensure goals are achieved through actions.

Specific teammate type:

The Completer/finisher

- You are a perfectionist who notices fine details, which helps you inspect tasks or products for errors.
- You can be trusted to do work to the highest standard and complete it on time.
- You help ensure the team produces high-quality work.

**Broad category:
The people-persons**



Specific teammate type:

The coordinator

- You have excellent interpersonal and communication skills.
- You concentrate on helping team members accomplish their individual goals.
- You are good at identifying talent in others and utilizing that talent to achieve the group's goals.
- You are calm and trusting and can delegate work to others. You help the team use each person's skills appropriately.
- You can work with and help direct teams with diverse personalities and skills.

Specific teammate type:

The team worker

- You are a good listener and are good at getting a team to function together as a unit.
- You offer assistance when you notice your teammates are not managing their workload effectively.
- You are highly adaptable and versatile and can interact with diverse people.
- You help to establish harmony within a team. You are good at helping to solve conflicts in a team.

Specific teammate type:

The resource investigator





- You have a talent for networking with people.
- You are positive and enthusiastic, and you like to explore new opportunities and ideas.
- You may not develop original ideas, but you are skilled at learning about ideas from others and introducing these ideas to your team. In other words, you are good at finding out what is available and from whom.
- You are good at exploring and reporting back on ideas, developments, or resources from outside the team. You have an ability to think on your feet and probe others for information.

Activity 3: Individual SWOTs

Instructions:

Complete a SWOT analysis for yourself in terms of how you can be a good teammate and contribute to the FO.

- **Strengths:** What are your skills? How can you help the FO best?
- **Weaknesses:** What do you struggle with? What skills would you want other FO members to have to help make up for your individual weaknesses?
- **Opportunities:** What opportunities do you have for contributing your skills to the FO?
- **Threats:** What might threaten your ability to contribute to the FO?

My SWOT for contributing to the FO			
S (trengths)		W (eaknesses)	
O (pportunities)		T (hreats)	



Key messages

- FO members should not be overlooked as leaders or key contributors because they are quiet or not as loud as other members. Sometimes the quieter people are the most capable and skilled. The FO should take the time to get to know different people's skills and personality types, so that the most skilled and committed people are in leadership positions.
- To be successful, FOs need members and leaders with all different skills and personality types. The FO needs people who are deep thinkers, who take action, and who have strong "people skills". Building a coalition of all these types of people in the FO's leadership is important for long-term success.
- The FO should prioritize people who have skills and commitment to the FO for leadership positions over people who only have status in the community. If someone in the community has status, they can also be an FO leader, but they should also demonstrate their skills and their commitment to the FO as well. A key part of commitment is having enough time to dedicate to helping the FO achieve its goals.

Session 4

Threats to teamwork (conflict)

Activity 1: Conflict case study

Instructions:

Read the following information to remember the three different types of possible conflict.

Different types of conflicts in FOs		
Type of conflict	Description	Example
Inter-personal conflict	Conflict between two people within the FO.	One FO member has a conflict with another FO member.
Inter-group conflict	Conflict between the FO and another outside group.	The FO has a disagreement with their input supply company.
Intra-group conflict	Conflict between two or more groups within the same FO.	The marketing committee of the FO has a disagreement with the finance committee of the FO.

Instructions:

Read (or listen to) the following case study. While you read/listen, try to identify the different conflicts and their type (inter-personal, inter-group and intra-group).

The Rising sun FO looks for market

The Rising Sun FO has about 300 members across 5 villages. They primarily farm sunflower, simsim, and soya. The FO had a meeting and decided that they need to look for additional market for their sunflower for the upcoming season. The marketing committee was tasked with finding additional buyers.

The marketing committee had an internal meeting to discuss where to look for business. Mr. Odok argued that it would be best to sell to a large trader who lives in the nearby town. Mrs. Acen disagreed and thought this was a terrible idea. She also accused Mr. Odok of trying to get business for his friend because she knows he is friends with this trader. Mr. Odok was offended by this accusation and argued with Mrs. Acen. Eventually he left the meeting when he realized that others were siding with Mrs. Acen instead of him.





The marketing committee decided to approach a sunflower oil processing company named SunOil that has a processing plant nearby. Two representatives from Rising Sun met with the procurement representatives at SunOil. After some negotiations, they agreed on a price for the FO's sunflower.

The marketing committee brought this good news back to the FO, but the FO's production committee were terribly upset with this deal. They told the marketing committee that this price was far too low to sell the sunflower. Farming input prices had increased, and sunflower is now more expensive to produce, so it would be impossible for them to sell at the agreed price. It was a heated discussion, and several marketing committee members and production committee members shouted at each other in frustration about the miscommunication.



The marketing committee had no choice but to return to SunOil and ask to renegotiate the selling price. The SunOil procurement representatives were upset that the FO wanted to go back on their deal. SunOil could not agree to offering a higher price, because they felt the FO was now trying to go back on their word and take advantage of them. The marketing committee had to leave SunOil without any deal and try to look for customers elsewhere.

Case study discussion questions:

- What was the example of an inter-personal conflict? Why did it happen?
- What was the example of an intra-group conflict? Why did it happen?
- What was the example of an inter-group conflict? Why did it happen?
- Has your FO ever faced similar conflicts? What happened?

Activity 2: Identifying conflicts in our FO

Instructions:

Write (or discuss) the conflicts that have arisen in your FO in the past, the type of conflicts they were, and why they happened.

No	What conflict happened in the FO?	What type of conflict was it? (Inter-personal, Inter-group, Intra-group)	Why did it happen?



Key messages

- Conflicts are inevitable where there's two or more individuals working together.
- Within an FO, conflicts can be inter-personal, intra-group or inter-group.
- FOs are particularly prone to internal conflicts and the management of conflicts is a permanent task for their leaders.
- Leaders of an FO must not only focus on the bad aspects of the conflict but should also look at conflict as a signal that the FO needs to do something to improve.

Session 5

Conflict resolution

Instructions:

Look at the following steps to remember the 5 steps for non-violent conflict resolution.

The 5 steps for non-violent conflict resolution

1. Both people tell each other how they feel (to express emotions)
2. Each person repeats back what the other said they feel (to check that they understand each other well).
3. Each person takes responsibility for his/her actions and words that caused harm
4. Both people brainstorm solutions to resolve the problem
5. Both people check back with each other that the problem can be solved with the new solutions, forgive each other and thank each other.



Key messages

- The FO should try to reduce conflicts and create a healthy culture that handles disagreements positively and effectively.
- FO members can use the 5 steps of non-violent conflict resolution to resolve conflicts in a positive and effective way.
- FO members should always treat each other with respect, even when sorting out conflicts and arguments.

MODULE 5:

Leadership and governance



Objectives:

By the end of this module, participants should be able to:

- Recognize the skills of good leaders, appreciate how people with transferrable leadership skills can be good leaders of the FO, and identify tips for electing leaders who will be beneficial to the FO
- Recognize indicators of good governance in an FO and recommend steps the FO's governing bodies can take to ensure good governance
- Map the FO's organizational structure and identify the responsibilities for each role in the structure
- Brainstorm action items to help improve internal communication within the FO.

Session 1

Good leadership skills

Activity 1: Walking debate

Instructions:

Read the following information to remember what skills good leaders should have.

Participant's notes

Good leadership skills

Good leaders are:



- Trusted by others
- Honest and transparent
- Decisive, but listen to others and try to make decisions that most agree with
- Always empowering and encouraging others
- Committed, present, involved, and enthusiastic
- Fair and unbiased
- Willing to step down when voted out
- Humble and willing to admit when they are wrong
- Appreciative of others and willing to give them credit where credit is due
- Willing to take accountability for mistakes and wrong decisions



Activity 2: Transferrable skills

Instructions:



1. Look at the description of each person in the table below. The description includes their name, age, gender, profession, and some of their life experiences.
2. Try to put yourself into that person's shoes to understand what his/her life might be like.
3. Then look at the list of transferrable skills. Consider if this person might have any of the skills listed there. For each transferrable skill you think they might have, place a tick mark (✓).



Person	Description	Transferrable skills							
		Making decisions	Training others	Persuading others	Motivating others	Coordinating & planning	Keeping good records	Solving problems	Being energetic
<p>Mercy</p> 	<p>Age: 30</p> <p>Gender: Female</p> <p>Profession (aside from farming): Manages a small company which cooks and makes cakes for traditional wedding ceremonies</p> <p>Life experiences: Has 6 younger siblings who she took care of while growing up.</p>								
<p>James</p> 	<p>Age: 20</p> <p>Gender: Male</p> <p>Profession (aside from farming): Manages his family's piggery project; oversees 2 workers.</p> <p>Life experiences: Involved in local politics as a youth leader.</p>								

Person	Description	Transferrable skills							
		Making decisions	Training others	Persuading others	Motivating others	Coordinating & planning	Keeping good records	Solving problems	Being energetic
Gloria 	Age: 24 Gender: Female Profession (aside from farming): Farms g-nuts and has a small g-nut paste business. Life experiences: Used to work in the market with her mother as a girl during school holidays								
Emma 	Age: 28 Gender: Male Profession (aside from farming): Manages a video and phone shop with 2 employees Life experiences: Used to travel to Kampala with his father to help source products for his father's tailoring and clothing business								



Person	Description	Transferrable skills							
		Making decisions	Training others	Persuading others	Motivating others	Coordinating & planning	Keeping good records	Solving problems	Being energetic
Henry 	Age: 52 Gender: Male Profession (aside from farming): Owns a small saloon which employs 2 women. Life experiences: Is a leader of a village group that saves together and makes soap for sale								
Patrick 	Age: 30 Gender: Male Profession (aside from farming): Works as a manager in a motorcycle repair garage. Life experiences: Is a team captain of a local football team								



Key messages

- Good leaders should be trustworthy, honest, fair, humble, and committed to the success of the FO.
- Good leaders should listen to the opinions of others, but also decisive and willing to take accountability for the decisions they make.
- FOs should not only elect people to be leaders because they look like “typical leaders” (which tend to be older men with status in the community). While some of these men may be good leaders, they may not have time or enthusiasm for the FO and therefore may not be the best choice.
- FOs should elect people who have a variety of skills and who are committed to and enthusiastic about spending their time to improve the FO.
- Many people have “transferrable leadership skills” – skills that they have learned during their life that they can apply if they are elected to be leaders of the FO.
- FO members should carefully consider the different transferrable leadership skills that different members can bring to the table and consider electing some of these people to leadership positions, rather than only electing “typical leaders”.

Session 2

Leadership in an FO

Activity 1: Leadership case study

Instructions:

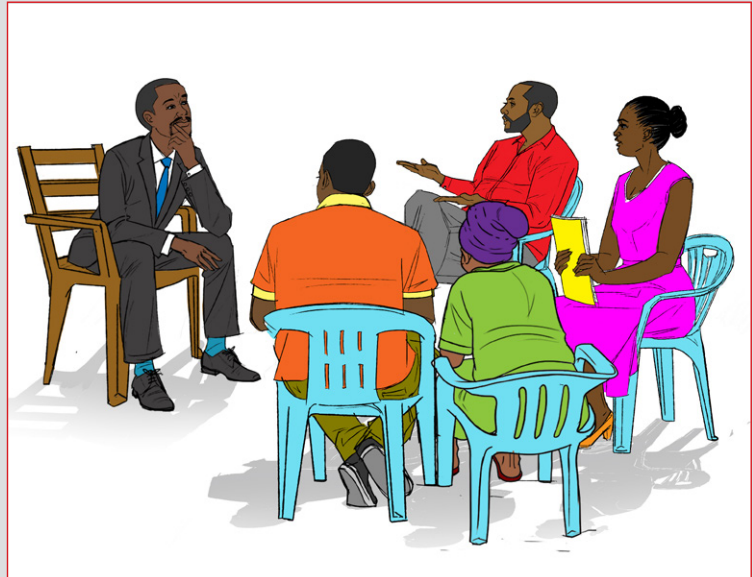
Read (or listen to) the following case study. Then think about the discussion questions below:

Case study discussion questions

- a. What is happening in this FO?
- b. What could happen as a result?
- c. What should be done to avoid putting the wrong people in leadership positions?
- d. Are there any similarities in this case study with your FO?
- e. Is there anything that can be done about it in your FO?



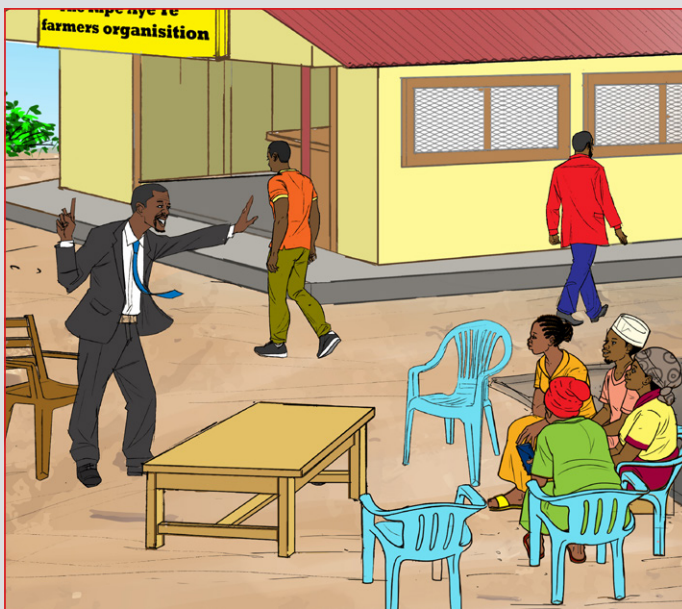
The leadership of the Better Future FO is having some problems which are affecting its success. The FO had a Treasurer, named Joseph, and a Marketing Committee Chairperson, named Ben. Both Joseph and Ben are people of high integrity and honesty, and they work for the benefit of the FO. In the few months since their election, they have already helped the FO to increase their funds available for investment and found several new buyers for the FO's products.



However, the overall chairperson of the FO board is Crispus, a powerful leader in the community. He has attempted to misappropriate FO funds in the past. He was caught before, but the Board failed to remove him from his position. When Joseph and Ben were recently elected to their positions, Crispus first thought that they would support his fraudulent schemes, but instead they have had several disagreements with him about it. Joseph and Ben criticized Crispus' financial management, distribution of inputs to members and his unfair methods of sharing the FO's commissions and allowances.

After realizing that the two were not on his side, Crispus got bitter and teamed up with some ordinary FO members to remove them from their leadership positions. This move was successful because Crispus has no regard for the FO's constitution and does not fear the Board. Since the Board failed to remove him from his post before, he feels that they cannot touch him.

Other members of leadership like the Procurement Chairman and the Production Chairman do not frequently attend FO meetings because they are very busy and important people in the community. Their busy schedules meant they were also not there to stop Crispus from removing Joseph and Ben from their positions. Some ordinary FO members were upset with this situation, but they also did not know about their rights under the FO's constitution, and they were also too intimidated to speak up against Crispus.



Crispus now wants to remove Joseph and Ben from the FO entirely, so that they are not a threat to him. He has now come up with false allegations that they were the ones misappropriating funds and that they were conniving with suppliers and buyers to charge the FO high prices. Joseph is a very quiet person who does not like conflicts, but this time around, he had had enough of it and decided to confront Crispus. Since Crispus has more powers than the Board members who have an oversight role, no one intervened to resolve the issue until the two nearly had a physical fight. It was

later discovered that the Board members were not conversant with their roles and that they were close friends of Crispus. Joseph and Ben are now thinking of leaving the FO anyway because they are upset by the situation and feel the FO is on a bad path.

Activity 2: Tips for electing good leaders

Instructions:

Read the following tips about what FOs can do to elect good leaders. Try to keep these tips in mind during your FO's next election cycle.

Participant's notes

Tips for electing good leaders to the FO

- Look for people who are willing to listen to others and avoid people with a “know it all” attitude.
- Look for people who have the right competencies (for example the treasurer and secretary should be able to read and write; the marketing chairperson should be friendly and should enjoy working with people, etc.).
- Look for people who have a variety of transferrable leadership skills, even if they are not “typical” leaders.
- Do not elect people to leadership positions just because they are the founders or initial members of the FO.
- Do not vote for people into leadership because they are your relatives or friends. They should have commitment to the FO, time to dedicate to the FO's goals, and skills to execute their leadership roles.
- Do not be influenced by others when choosing leaders. Know that it is your constitutional right to choose the person you think will help to improve the performance of the FO.
- Do not choose leaders who are selfish and have no respect of group assets.
- Do not accept bribes from people who want to be voted into leadership positions. This is an indication that they have poor values and will be dishonest as a leader as well.
- Do not choose a person to be leader of an FO merely because he/she is a traditional leader or a relative of a traditional leader without regard for his/her skills.
- Do not force people to assume leadership positions if they do not want.
- Look at the experiences in the person's background which shows that they are honest, well-respected, committed, hardworking and that they have demonstrated their good leadership in the past.



Key messages

- Leadership is about passion, commitment, persuasion, and leading others to achieve their intended goals.
- Leadership is not about position or rank, but rather about being able to influence and inspire others. It is about having the time and commitment to dedicate to the work.
- FOs can succeed or fail depending on who is elected as their leadership. This means FO members should choose their leaders extremely carefully.

Session 3

Good governance in our FO

Activity 1: Understanding our FO's constitution

Instructions:

Examine each of the mandatory and optional components for an FO's constitution and ask yourself the following questions:

- Does your FO follow each of the mandatory rules? Why is each rule important?
- Does your FO follow any of the optional rules? Why is each rule important? Are any of them included in your FO's constitution?

Mandatory components of an FO's constitution

- Must hold an annual general meeting (AGM)
- Must hold regular meetings
- Must hold elections
- Leaders cannot overstay their terms (2 terms/6 years)
- Must keep records such as membership records, financial records and minutes for the meetings
- Must generate annual reports
- Must make reports accessible to members
- Members must pay their membership fees and shares (shares and membership fees can also be paid in installments or in-kind)
- Must audit the FO on a regular basis (yearly)
- The FO will be equitable and fair.
- The FO will act in a sustainable and environmentally responsible way.
- The FO will help empower women and youth leaders.
- The FO will encourage members to be food secure.

Activity 2: Indicators of good governance in an FO

Instructions:

Consider whether your FO has any or all of the indicators of good governance shown in the graphic and explained below.





Participant's notes

Indicators of good governance in an FO

1. Participation and consensus building

- The Board/Executive committee should:
 - Encourage active member participation.
 - Encourage active leader participation.
 - Ensure that all members have a voice in the decision-making process either directly or via elected leaders.
 - Ensure that participation in the FO is fair and free of intimidation or undue influence.
 - Encourage members to have a diversity of interests, views, and opinions because this adds richness to the FO and pushes the FO to be better.
 - Ensure there is a broad consensus among members on matters which are critical to the FO's operations.
 - Ensure that people in positions of power are open to listening to differing viewpoints.

Participant's notes

Indicators of good governance in an FO

2. Transparency and accountability

- The Board/Executive committee should:
 - Ensure all processes, decisions and relevant information are accessible to FO members.
 - Hold regular meetings with the FO's management to direct the affairs of the FO.
 - When issues arise that require a special resolution like changing the FO's bylaws/constitution, invite all FO members to attend the meeting. There has to be a joint resolution in this case.
 - Arrange for an Annual General Meeting (AGM) to ensure accountability to members of the FO.
 - Ensure that the Audit Committee meets regularly to provide close and effective supervision of the FO's operations and general business.
 - Ensure that all decision-makers, committee members, audit committee and management staff are accountable to their immediate supervisors and ultimately to all members of the FO (through the Annual General Meeting).

3. Equity and fairness

- The Board/Executive committee should:
 - Ensure all members have equal opportunities to benefit from the FO's services.
 - Ensure all members have an equal opportunity to participate in shared marketing.
 - Ensure all members have an equal opportunity to run for leadership positions.
 - Ensure that no members are suppressed, ignored, or silenced when they have suggestions.

4. Respect for rules, policies and regulations

- The Board/Executive committee should:
 - Make the FO's operating policies and regulations well known to all members.
 - Ensure that all members (regardless of rank) abide by the FO's bylaws and operating policies and regulations.
 - Ensure the FO's legal framework and policies are respected and impartially enforced (enforced without bias or exception).

5. Efficiency and effectiveness

- The Board/Executive committee should:
 - Ensure the governance and management organs of the FO have policies, processes and procedures which are adhered to and produce results.
 - Ensure that the results achieved meet the needs of members.
 - Make the best use of resources available.





Key messages

- A constitution is an important document which guides how an organization should be governed or managed. All members should be aware of what the FO constitution says and comply with it.
- Governance is about how an organization is directed and controlled. It is different from the day-to-day operations of the organization which are run by the management team.
- An FO is governed ultimately by the Board/Executive Committee.
- Indicators of good governance include: 1) Participation and consensus building among leaders and members; 2) transparency and accountability; 3) equity and fairness; 4) respect for rules, policies and regulations; and 5) efficiency and effectiveness.

Session 4

Roles and responsibilities in our FO

Activity 1: Introduction to organizational structure

Instructions:

Read the information below to remember about organizational structure in an FO.

An **organizational structure** is the systematic arrangement of human resources in an organization. It shows how work should flow through an organization, and who is connected to who in the organization.

Most organizational structures are hierarchical, meaning that there is a clear chain of command for decision-making, supervision, and reporting.

Organizational structures are important because they help people in an organization to clearly know who they report to (and who reports to them), as well as who they are supervised by (and who they supervise).

Example hieracrchical FO organisation structure



Activity 3: Somebody, anybody, nobody, everybody

Instructions:

Look at the illustration and read the story below to remember why it is important to assign roles in an FO.

This is a story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have.

Activity 5: Dividing labor in an FO

Division of labor scenarios

Instructions:

Read the one scenario below and discuss the questions about it. Repeat for as many scenarios as you can before time is up.

Scenario 1: The Marketing Committee Chairperson does not delegate work to others in the committee. He prefers to keep the work to himself, and his good friend who is also on the committee. He does not assign tasks to other people, and it is starting to affect the committee. Other members of the FO are starting to wonder why the marketing committee does not get much work done and does not find many new customers.

Scenario 2: The Production Committee Chairperson frequently has meetings with her committee. They agree on objectives and an action plan at the end of each meeting. Other members of the committee follow through on their responsibilities, but the Chairperson usually does not. She usually has an excuse for not completing her agreed tasks, and the rest of the committee cannot do much about it. However, the productivity of the committee has started to be affected, and other FO members are starting to notice.

Scenario 3: The Chairman of the FO oversees frequent meetings with FO members. During these meetings, he assigns tasks to his friends in the FO. He never assigns tasks to women or youth in the group. To justify his actions, he outwardly says that the contributions of women and youth are less valuable to the FO than the contributions of his friends.

Scenario 4: The leadership team of the FO does not often ask for help from the ordinary members of the FO. They do not involve them because they don't think that they want to be involved. As a result, the FO is facing issues raising money to repair the group's processing equipment. However, when harvest time comes and the members bring their harvest for processing, they find the equipment is still broken and they are surprised and angry.

Scenario 5: The Procurement Committee Chairperson is very good at delegating work to his committee members. However, he does not supervise or check their work, so there are often mistakes which negatively impact the FO.

Scenario 6: The Chairman of the FO is enthusiastic but is not always the best one suited to do a role. For example, he likes to be involved in the activities of the marketing committee because he has many friends in the companies that buy the FO's products. He likes to attend meetings alongside the FO's marketing committee members when they go to these companies to negotiate deals. However, he interferes with the negotiations which is frustrating to the marketing committee members.

Case study discussion questions

- a. What did the leader(s) do wrong in this scenario?
- b. Does anything like this happen in our FO? If so, how does it harm the FO? What can we do to fix this issue with proper division of labor?



Key messages

- An organizational structure shows the line of command within an organization. Most organizational structures are hierarchical.
- Organizational structures are important because they establish a clear chain of command for decision-making, supervision, and reporting.
- FOs should develop a standard organizational structure that all leaders and members are aware of. This can help to make FO operations run smoother and keep accountability of different roles in the organization.
- FOs should divide labor among members for the best results.

Session 5

Effective communication in our FO

Activity 1: Communication channels

Instructions:

Discuss each of the questions below to consider your FO's communication channels.

Discussion questions:

1. How do messages get from the FO leadership down to members?
 - What path do the messages take?
 - What method is used to communicate?
 - Is this method of communication effective?
 - How quickly do messages get across?
2. How do messages get from members up to the FO leadership?
 - What path do the messages take?
 - What method is used to communicate?



- Is this method of communication effective?
 - How quickly do messages get across?
3. Is miscommunication typical in our FO?
- Why? What could we do to prevent miscommunication?
4. In general, do you think that there is good communication within the FO?
- Why or why not?

Instructions:

Think about what and how things should be communicated in the FO. Then complete the table below. Look at the example information that may need to be shared in an FO and methods for sharing to help you think.

No	What information needs to be communicated?	Who should communicate it?	To whom should it be communicated?	How should it be communicated?	How often/when should it be communicated?
1					
2					
3					

Example information that may need to be communicated:

- Members of the FO are having a challenge or complaint
- Members of the FO want to present an idea to a committee
- The FO leadership has made a decision about something
- A committee needs to share information or a decision with the board as well as members

Example methods (How) It should be communicated:

- Meeting minutes
- Reports
- Other written communication (like emails, newsletters, or SMS)
- During committee meetings
- During the AGM.



Key messages

- Internal communication in an FO is extremely important. Members need to know what leaders above them in the organizational structure are saying, and leaders need to know what members think and want.
- Members also need to know who is responsible and for what. In case they have any issue they want to communicate, they need to know whom to go to and how.
- Communication can be distorted if the chain of communication is too long or if word-of-mouth communication is primarily used to relay messages. The message can get lost, changed or cause confusion.
- The FO should build effective communication methods to ensure that the chain of communication is as short and direct as possible. Meetings are one method of in-person communication. WhatsApp messages, emails and newsletters are digital methods of communication that can reach more people with direct messaging.
- Both the FO leadership and members should be open and honest with each other, and willing to share feedback that can improve the FO.
- It is important that everyone in the FO be aware of the FO's goals and action plan so that they can work together to achieve it in the coming months.



Participants Handbook



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