

# BUSINESS SKILLS

## TRAINING AND COACHING



### Farmer Organisations



### PART 1



german  
cooperation

DEUTSCHE ZUSAMMENARBEIT



Deutsche Gesellschaft  
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**giz** Deutsche Gesellschaft  
für Internationale  
Zusammenarbeit (GIZ) GmbH





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# 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 recognised 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 organisations (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 realise 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 the trainer's guide

Welcome to Business Skills Training and Coaching for Farmer Organisations! This is the trainer's guide for the first part of the training.

This training guide must be used hand-in-hand with the Part 1 Participant's Handbook, which contains information for participants to read and space for them to write/draw at different points during the training sessions. As the trainer, you will use the Trainer's Guide and you should have access to the Part 1 Participant's Handbook. Training participants should each have only the Participant's Handbook.

After completing all training sessions in Part 1, you can move on to train Part 2 and Part 3. Each of those training parts also have accompanying Trainer's Guides and Participant's Handbooks.

## How to use this trainer's guide

Part 1 is divided into five modules:

**Module 1:** Setting the stage

**Module 2:** Entrepreneurship

**Module 3:** The entrepreneurial Farmer Organisation

**Module 4:** Group dynamics

**Module 5:** Leadership and governance

Each module contains several training sessions. Each session in the guide is organised in a similar way. Key features in a session are highlighted on the next page. Take some time to study the organisation of the sessions so you will be prepared to train.



## Session 4: Creating goals and an action plan for the FO



### Session objectives:

- To set SMART goals for the FO for the next 6 months
- To create an action plan for achieving each SMART goal



### Materials:

- Flipchart paper
- Markers
- Pens/pencils



### Time:

- 3 hours

### Activity 1: What are your personal goals? (15 minutes)

1. Ask participants to find the personal goal brainstorm on page xx of the Participant Handbook. Read each brainstorm question aloud and then give participants time to think about, write or draw their answers.
2. After 7-8 minutes, ask a few volunteers to share some of their goals with the whole group.

### Activity 2: Setting SMART goals for the FO (45 minutes)

1. Ask participants how they would define a "goal" and why it is important to set goals when you are trying to achieve something. Use the information in the Facilitator's Notes box to check their answers.
2. Introduce participants to SMART goals and give an example of a SMART goal using the information in the Facilitator's Notes box.
3. Help the group set 5-6 SMART goals for things that are important to the FO, which they will aim to achieve within the next 6 months. These may be related to the services, investments and products they decided to pursue in the last session. Help the group set:
  - At least one **production goal** (how much the group will produce/sell, etc.)
  - At least two **non-production goal** (goals for recruiting new members, fixing equipment, offering a new service, making an investment, marketing, etc.)

**Note:** Not everyone must share – only those who are willing.

4. Write each SMART goal the FO decides on a flipchart paper and hang it at the front of the room. If participants want, they can also write down the FO's SMART goals on page xx of their Participant Handbook.

### Facilitator's notes

#### 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



### 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.

This box has the introduction information about a session. You should read it before the session, but you do not need to read it out loud to participants.

All sessions have at least one activity, and usually more than one. They say how much time should be spent on each activity.

All activities have step-by-step instructions for how to conduct the activities.

Some activities include a note for the trainer with extra information that will help guide you during the session. You do not need to read it out loud to participants.

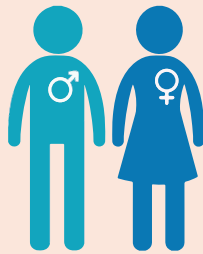
Some activities require participants to use their Participant's Handbook. The relevant page number is always provided.

Some activities have important technical information. You should read these to yourself before the session. You may need to read this information aloud to participants, or just use it to guide discussions. Follow the instructions in each activity.

All sessions have key messages to share with participants at the end of the session. These key messages are the main messages that participants should understand by the end of the session.

# Cross-cutting themes

Throughout the sessions, you will also find boxes with icons highlighting 4 cross-cutting themes. You can highlight these cross-cutting themes at any relevant point during the training, but these boxes are there in specific places as a reminder.



Gender

Men and women should have equal opportunities and respect in the FO. Women's participation should be especially encouraged because they are hardworking, committed, and skilled, yet are often overlooked in favor of men who may be less skilled and committed. As the facilitator, you should remind participants to take women's opinions into consideration and take advantage of their valuable contributions.



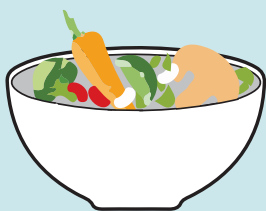
Youth

Youth should have opportunities to participate and lead in the FO. Youth often have many beneficial qualities, including: 1) time to spare when they could work towards FO goals; 2) willingness and confidence to try new, innovative things; and 3) may be more familiar with or willing to learn technology. Youth are the future of Uganda, so they should be included in revitalising the agricultural sector so that it is more profitable and sustainable.



Greening

Climate change is impacting the entire world. In Uganda, the effects of climate change are especially damaging because they are causing extreme weather like droughts and flooding which negatively impacts agriculture and people's livelihoods. As possible, highlight opportunities for the FO to get involved in greening – which means being environmentally friendly and sustainable.



Food security

FO members are involved in agriculture, yet many of their families may be vulnerable to food insecurity. This is often because it is tempting to farm only cash crops or sell all their food crops to generate money for the business. This is a dangerous practice when there is poor personal financial management and the money generated by the farm is not enough to buy food year-round. FO members should be encouraged to consider how they can promote food security in their families and communities (by keeping and selling some produce locally).

# Training methodologies

This guide uses a variety of participatory techniques, designed to get participants active, talking and involved in the training. Some of the training methodologies used include:



**Engagement with the Participant Handbook** – Participants are often asked to look in or work from their Participant Handbook. The Handbook includes images, important technical information, discussion questions, information like case studies needed for the training activity and space to write/draw their ideas. You will request when participants should look in their Handbook and give them instructions about what to do with it.



**Discussion and group work** – Participants are often asked to discuss in pairs or groups to help them combine their knowledge and think collaboratively. This helps participants discover their own wealth of knowledge rather than being ‘taught’ by the trainer. You must encourage a judgement-free environment where participants feel comfortable to share their ideas and ask questions. Encourage participants to respect each other and work together harmoniously.



**Experience sharing** – Some activities and discussion questions utilise the rich experiences of the participants by asking them to share testimonies and good practices. These can be beneficial for the person who is sharing to reflect on their own experience and for others in the group to learn from different group members’ experiences.



**Games** – A few activities in the guide are in a game-style format. These games are important activities for sharing knowledge, but they also get participants moving, talking, and having fun while they are learning.



**Creating FO goals and plans** – Each training part engages participants in the creation of important goals and plans. In Training Part 1, they create FO goals and a corresponding action plan to follow to achieve them. In Training Part 2, they update their goals, draft a business plan, and create a new action plan to achieve the business plan. In Training Part 3, they update their business plan and action plan to achieve it. These outputs are important for the overall success of the FO and helps guide them as they start to become more entrepreneurial.



# Training tips



**Read sessions thoroughly before training them.** It is very important that you, as the trainer, are familiar with all parts of each training session, including the objectives and key technical knowledge that participants should know by the end of the session. Your confidence and accuracy delivering the session will improve after you have read the session through several times.



**Prepare all materials before arriving for a training session.** Preparation is key for delivering an effective training session. Having all materials ready will help the session to go smoothly and keep your audience's attention. Before conducting a session, check which materials you must have on hand for the session (as listed in the introduction box at the beginning of each session), and ensure all participants have their Participant Handbook.



**Set ground rules with participants at the beginning of the training and remind them of what they agreed to in subsequent sessions.** Setting ground rules with participants will help set expectations that all participants agree to respect. Ground rules might include turning off mobile phones during training, respecting other participants' views and participating actively.



**Encourage active participation.** As much as possible, get participants involved in a hands-on, practical way. This is because people receiving a training remember 10% of what they read, 20% of what they hear, 30% of what they see, and 80% of what they personally experience. It is therefore more important to encourage discussion and group work rather than passive listening, to help participants absorb and comprehend new information.



**Be objective.** As a trainer, it is not necessarily your role to tell participants the 'right' way to think. Being judgmental or closed-minded about other people's ideas is the fastest way to get them to stop talking and refuse further discussion, which is something we do not want to do. Allow participants to share their ideas, consider what they are saying seriously and work with them towards changing their mindset, if necessary, rather than criticising them.

# Organising participants for training

## Target audience

Business Skills Training and Coaching for Farmer Organisations targets members of smallholder Farmer Organisations (FOs). A training should include up to 25 participants, who are all from the same FO.

Typically, the profile of a group attending this training would include:

- Representatives from the FO's committees including from the Production Committee, Marketing Committee and Procurement Committee
- Representatives from the FO's leadership/board
- Community-based Trainers (CBTs) who are members of the FO
- Lead Farmers or Change Agents who are members of the FO
- Both women and youth

### Expectations for Farmer Organisations (FOs)

The FO is responsible for:

- Selecting up to 25 members and leaders (from a variety of roles within the FO) to fully participate in the three parts of the Business Skills Training based on the participant selection criteria above
- Ensuring that participants selected are ready and willing to drive organisational development processes
- Securing an appropriate training venue
- Facilitating the sharing of information/decisions from the Business Skills Training and Coaching for Farmer Organisation with the broader FO membership

### Expectations for individual participants

Each participant is responsible for:

- Transporting themselves to and from training sessions
- Organising their own refreshments and snacks. This can be done individually or as a group
- Arriving at each session in time for signing-in and getting ready for training
- Actively contributing in each session
- Actively participating in a way that is respectful to the trainer, other participants, and their contributions
- Returning to the session on time after breaks
- Keeping their Participant Handbook in good condition and bringing it to each training session



# Organising training sessions

## 1. Consider participants' available time

When you meet with the FO for the first time, agree a schedule with them for all of the Part 1 sessions. Training should be conducted over a period of time that is comfortable for both you and the participants. This will help ensure participants' attendance and enthusiasm. Do not force participants to meet on days when they are unavailable or for long periods of time that they cannot manage with their work and other responsibilities. Be especially cognisant of creating a training schedule that can fit into women and youth participants' time constraints.

## 2. Keep the agricultural calendar in mind

Keep the agricultural calendar in mind when planning training sessions. For example, modules related to planning for FO success (Part 1: Module 1, 2 and 3) should be conducted before the agricultural season starts so that the FO can start off the season on a strong foot.

## 3. Consider participants' existing knowledge and learning needs

Use your discretion as a trainer about what your participants need in terms of the time spent on different training sessions. If the FO is more advanced in a topic discussed in the training, you may be able to skip it or spend less than the suggested time on it. If the FO is struggling to understand a topic, spend more than the suggested time to ensure that they fully understand before moving on. You are the trainer, and you can adjust the training as you see fit to suit the needs of your participants.

## 4. Example training schedule

The training schedule on the next page is one possible configuration for Part 1 of the training. It suggests 7 days of training, usually for about 4 or 5 hours each day (a total of 33 hours, 55 minutes). Ideally Part 1 would be conducted over the course of 2-3 weeks, however, participants should ultimately tell you when and for how long they can meet for training.

## Training checklist

Before starting a training session, check the following:

- Ensure participants are aware of (and comfortable with) the training time and venue.
- Read the instructions for the session(s) you are planning to train.
- Organise all necessary materials for the session(s) you are planning to train.
- Organise a participant's list.
- Ensure participants have their Participant Handbooks.



Table 1: Possible Training Schedule Configuration

Training Day 1	Training Day 2	Training Day 3	Training Day 4	Training Day 5	Training Day 6	Training Day 7
<b>Total Training Time:</b> 4 hours, 35 mins	<b>Total Training Time:</b> 4 hours, 30 mins	<b>Total Training Time:</b> 4 hours	<b>Total Training Time:</b> 4 hours, 30 mins	<b>Total Training Time:</b> 5 hours	<b>Total Training Time:</b> 5 hours	<b>Total Training Time:</b> 6 hours, 20 minutes
<b>Module 1: Setting the Stage</b> <ul style="list-style-type: none"><li>• Session 1</li><li>• Session 2</li><li>• Session 3</li><li>• Session 4</li></ul>	<b>Module 2: Entrepreneurship</b> <ul style="list-style-type: none"><li>• Session 3</li><li>• Session 4</li></ul>	<b>Module 3: The entrepreneurial FO</b> <ul style="list-style-type: none"><li>• Session 3</li><li>• Session 4</li></ul>	<b>Module 4: Group dynamics</b> <ul style="list-style-type: none"><li>• Session 1</li><li>• Session 2</li><li>• Session 3</li></ul>	<b>Module 4: Group dynamics</b> <ul style="list-style-type: none"><li>• Session 4</li><li>• Session 5</li></ul>	<b>Module 5: Leadership and governance</b> <ul style="list-style-type: none"><li>• Session 2</li><li>• Session 3</li></ul>	<b>Module 5: Leadership and governance</b> <ul style="list-style-type: none"><li>• Session 4</li><li>• Session 5</li></ul>
<b>Module 2: Entrepreneurship</b> <ul style="list-style-type: none"><li>• Session 1</li><li>• Session 2</li></ul>	<b>Module 3: The Entrepreneurial FO</b> <ul style="list-style-type: none"><li>• Session 1</li><li>• Session 2</li></ul>			<b>Module 5: Leadership and governance</b> <ul style="list-style-type: none"><li>• Session 1</li></ul>		

# MODULE 1:

## Setting the stage







# Module introduction:

This module sets the stage for all three parts of the training. It introduces participants to the trainer and helps them get to know each other better so they can begin developing a good working and learning relationship.

Participants are introduced to Business Skills Training and Coaching for Farmer Organisations and they get an overview of what they will learn about during parts 1-3 of the training. Then participants reflect on their personal motivations for joining an FO and if it is helping them to achieve their personal financial and agricultural goals. This reflection sets the stage for their discussions and reflections in later modules about how the FO can be more entrepreneurial and help its members make money and be more successful.

Finally, participants start to brainstorm their FO's business opportunities and the trainer links these to the training and how the training will help the FO to maximise these opportunities.

## Module outline:

**Session 1:** Introductions

**Session 2:** Setting ground rules and sharing expectations

**Session 3:** Exploring personal motivations for joining an FO

**Session 4:** Identifying FO opportunities

## Module 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 realised by the end of the training and coaching program
- Understand the Business Skills Training and Coaching for Farmer Organisation's methodology and objectives
- Explore their personal motivations for joining and 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 maximise their opportunities

## Training materials needed:

- Flipchart/manilla paper
- Small papers
- Pens/pencils
- A small ball to toss (made of paper or anything else safe and easy to throw)

**Total time needed for module:** 2 hours, 20 minutes



# Session 1:

## Introductions



### Session objective:

- Participants will get to know each other and the trainer



### Materials:

- None



### Time:

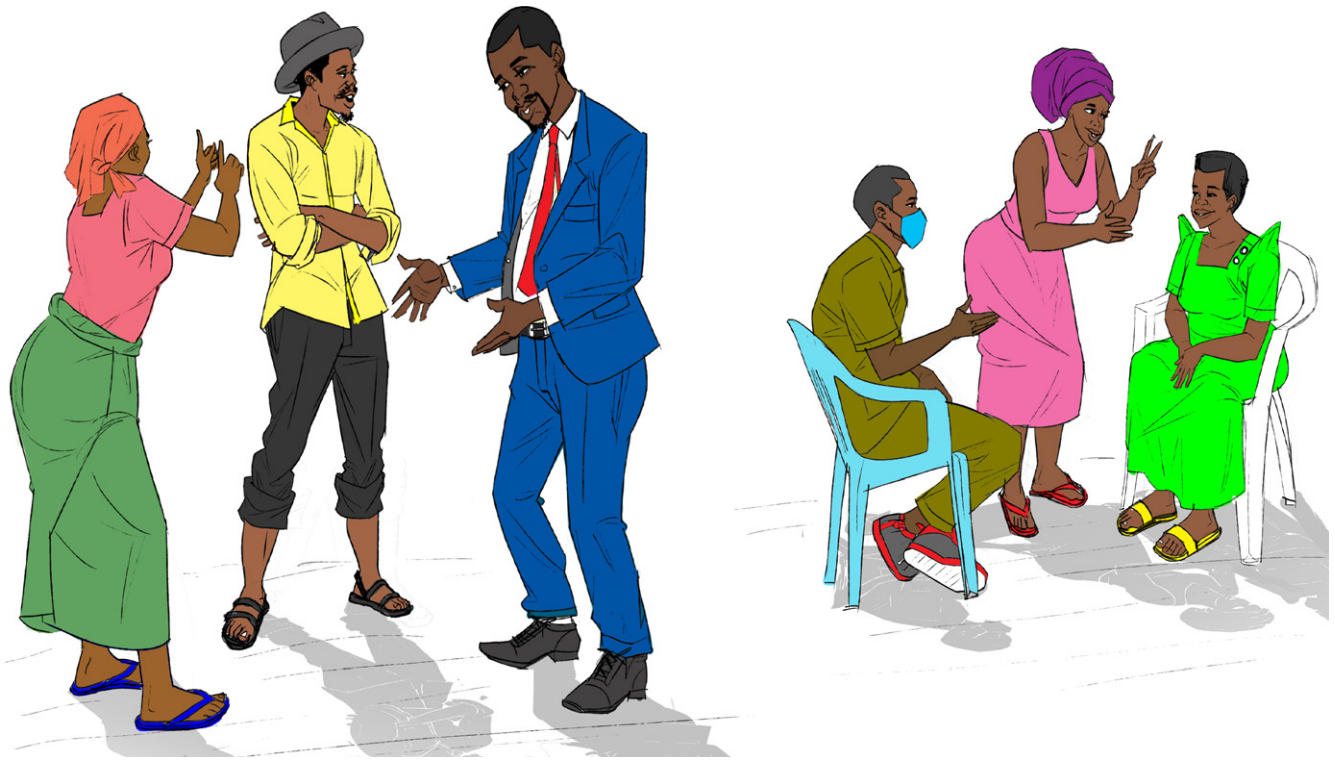
- 15 minutes

### Activity 1: Plenary introduction (5 minutes)

1. Welcome participants to the first day of Part 1 for the Business Skills Training and Coaching for Farmer Organisations.
2. Ask all participants to stand up in a circle. Also join their circle and invite any GIZ staff who are present to join as well.
3. Explain the instructions:
  - One at a time, everyone will “pop” into the center of the circle like popcorn.
  - The person who “popped” into the middle of the circle will share their name, their village, their role in the FO and one interesting fact about them.
  - After sharing, return to the outside of the circle and let someone else “pop” in.
4. Invite someone to “pop” in first and then continue until every person in the circle has introduced themselves.
5. After all introductions, encourage participants to write down your name and contact information on page 13 of the Participant Handbook so they don't forget.

### Activity 2: Ice breaker (10 minutes)

1. Ask participants to stay standing. Explain that this ice breaker will help everyone get to know each other even better.
2. Explain the rules for the “Common Denominator Ice Breaker”:
  - Participants will walk randomly around the open space. When they hear the trainer call out a number, they must make a group of that number with other participants.
    - For example, if the trainer calls out number “three”, they must quickly find two other participants to make a group of three.



- When participants have found a group, they must find something that everyone in the group has in common.
  - For example, everyone might have a boy child at home, or everyone might like to eat the same food, or everyone may have family members who are farmers. It can be anything, so long as all group members share it in common.
- 3. Start the game with everyone moving around the space. Start by calling out smaller numbers like 2, 3 and 4. You may call out a few larger numbers like 5 or 6, but any groups larger than that will take too long for participants to find commonalities.
- 4. Continue a few times so everyone has a chance to meet many other participants.



### 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 sharing expectations



### Session objectives:

- To set ground rules that all participants agree to abide by during training sessions
- To level participants' expectations about what will and will not be achieved during Part 1, 2 and 3 of the training



### Materials:

- Flipchart paper
- Small papers
- Pens/pencils
- A small ball to toss (made of paper or anything else safe and easy to throw)



### Time:

- 25 minutes



### Preparation:

- Be familiar with the structure and content of the Business Skills Training and Coaching for Farmer Organisations Parts 1, 2 and 3.
- Review the Training overview in the Facilitator's Notes box in Activity 3.

## Activity 1: Ground rule ball toss (5 minutes)

1. Ask participants to stand up in a circle.
2. Toss a ball to someone in the circle. Ask them to name a ground rule that they think everyone should agree to abide by during training sessions.
3. Write each suggested ground rule on a flipchart.





## Facilitator's notes

### Example training ground rules

- All phones set to silent or vibration.
- Respect others when they are speaking – do not have side conversations.
- Respect everyone's views, even if you do not agree with them.
- Participate actively.
- Be punctual.

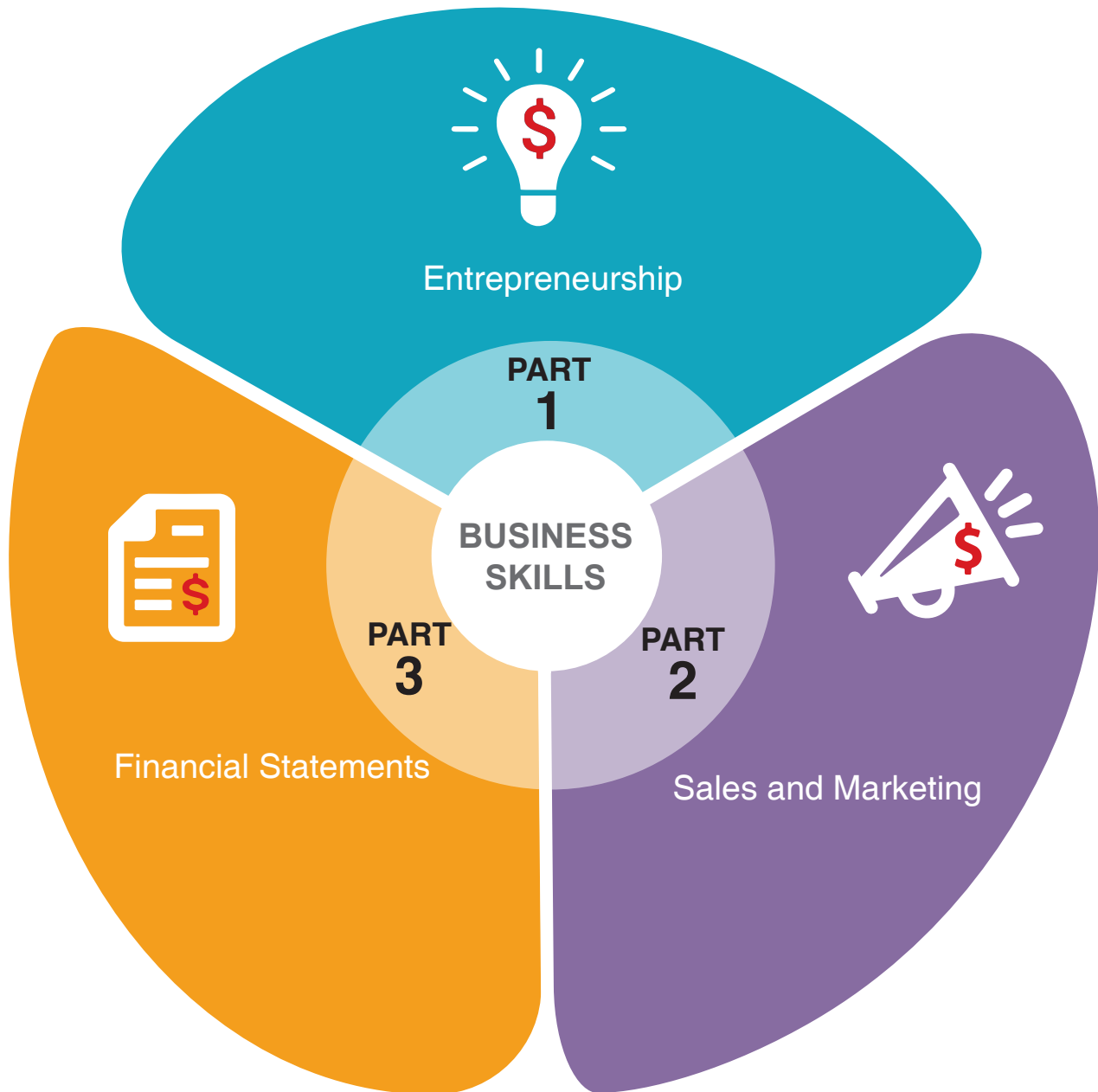
### Activity 2: Levelling expectations (10 minutes)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write.
2. Give each small group several small papers.
3. Explain the instructions:
  - As a small group, think of a few expectations you have for this training. Think about what you hope to have learned by the end of all training sessions (Parts 1, 2 and 3).
  - Write/draw each expectation on a separate paper and bring them to the front.
4. After all groups have submitted their papers to you, read them and cluster them into similar expectation categories.
5. Write the expectations that the training WILL ACHIEVE on a flipchart paper.
6. Verbally address each expectation that WILL NOT BE ACHIEVED, to level participants expectations.

### Activity 3: Training overview (10 minutes)

1. Briefly introduce participants to the Business Skills Training and Coaching for Farmer Organisations. Use the Facilitator's notes to guide your introduction.





## Key messages

- Following workshop protocols and agreed ground rules will result in the best outcomes.
- The Business Skills Training and Coaching for Farmer Organisations 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 Organisations will be delivered in three training parts across a 9-12 month period.



## Facilitator's notes

### Overview of the business skills training and coaching for farmer organisations

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 realise 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.

## Session 3:

# Exploring personal motivations for joining an FO



### Session objectives:

- To examine whether the money participants are planning to earn from agriculture matches to the expenses they have
- To examine participants' motivations for joining an FO



### Materials:

- Paper
- Pens/pencils

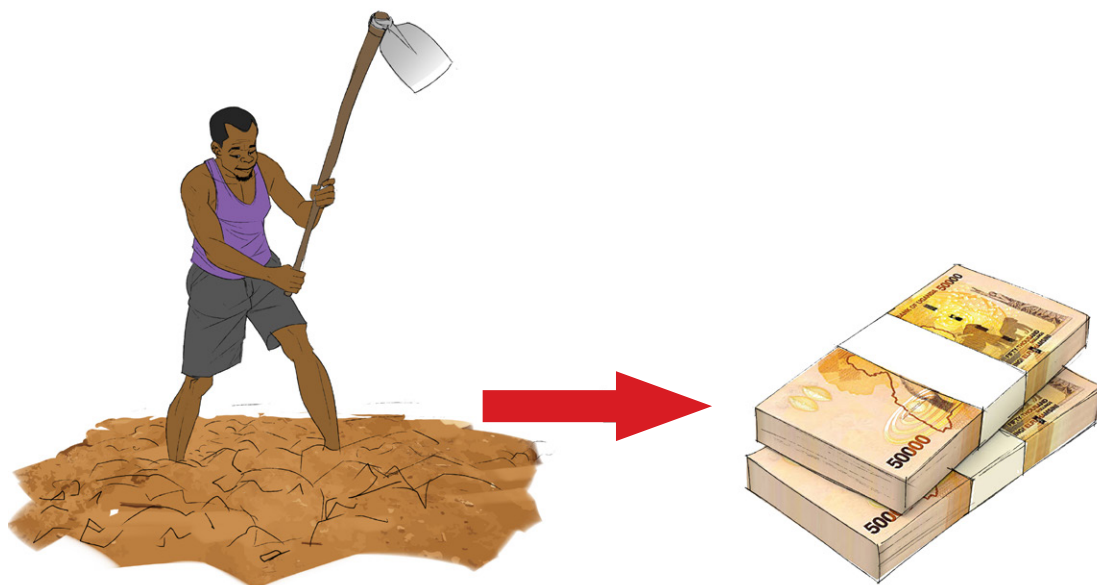


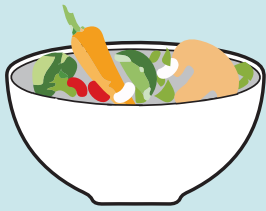
### Time:

- 45 minutes

## Activity 1: Making money from agriculture (25 minutes)

1. Divide participants into pairs or small groups of 3.
2. Ask each participant to think about the following questions to themselves quietly. They can write down their numbers on page 17 of the Participant Handbook and then share with their partner/small group.
  - How much money are you planning to earn from agriculture this year?
  - How much of your harvest (in kg/bags) are you planning to keep for home consumption?





### Food security

Participants should think about how much of their harvest they want to keep for home consumption to promote food security for themselves and their families.

4. Now ask each participant to estimate the **expenses** they will have over the next year. They should think about:
  - Expenses for their farming business such as labor costs, input costs, etc.
  - Expenses for their families such as school fees, housing, purchased food, clothing, home expenses like soap/sugar, transportation, etc.
5. Participants can write down their estimated total expenses number on page 17 of the Participant Handbook and then share with their partner/small group.
6. Ask participants to compare the **amount of money they are planning to earn** from agriculture and the **amount of money they estimate they will need for expenses**. Tell pairs/small groups to discuss the following questions on page 17 of the Participant Handbook:
  - 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?
7. If any participants have noticed a mismatch between the amount of money they plan to earn from agriculture and their expenses, they can either:
  - Increase the amount of money they plan to earn from agriculture
  - Decrease their planned expenses (if possible)
  - Consider how their other sources of income may help close the gap
8. In their partners/small groups, ask participants to discuss the following question and then share their answers back to the whole group.
  - How can I know if I am on track to earn the amount of money I planned to earn from agriculture?

## Facilitator's notes

### Personal farm records (from GIZ BES Manual)

1. **Enterprise production record** – This record shows the output (production) from a farm business in a given period.
2. **Home consumption record** – This record is used to record the quantity of produce a farmer uses for the household, or that he gives out (free) to family or friends. This record also includes crops that are spoiled or lost during harvesting or in post-harvest storage.
3. **Income/sales record** – This record is used to keep information on all the money a farmer receives. It helps you know which kind of people buy your products, at what time of year, in what quantity and which types of products are most popular.
4. **Expenditure/cash going out record** - This is a record of all the money a farmer uses for producing and selling a crop. The income and expenditure records are very important because they are the ones that will show you if you are making a profit or not.

### Activity 2: Motivations for joining an FO (20 minutes)

1. Ask participants to stand up in an open area of the training room.
2. To get participants thinking and talking about why they joined the FO, play the discussion game “Step out of line”. Read the following instructions for how to play:
  - Everyone should stand in a line, shoulder to shoulder.
  - I am going to say a statement. If the statement applies to you, step out of line. I will call on a few people who stepped out of line and a few people who did not step out of line to explain their answers.





3. Read the first statement.
  - I joined the FO to make money.
4. Allow participants to either step out of line or remain in line to indicate if this statement applies to them or not. Then ask a few people (those who stepped out of line and those who did not) to explain why they stepped out or did not.
5. Continue playing the game with the following statements. After reading each statement, ask a few people to explain their answers. Note: Participants can step out of line for more than one statement.
  - I joined the FO because someone else asked me to join.
  - I joined the FO to benefit from the FO's agricultural services.
  - I am not sure why I joined the FO.
  - I am currently making more money than before because I am a member of the FO.
  - The FO is benefitting me and I have nothing I would change about it.
6. After playing the game, ask the following discussion question:
  - Why is it important to understand your own motivations for joining the FO?



## 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



### Session objectives:

- To self-reflect on the FO’s achievements, challenges, and opportunities
- To understand the link between the identified business opportunities and content participants will learn during the Business Skills Training and Coaching for Farmer Organisations.



### Materials:

- Flip chart paper
- Pens/pencils



### Time:

- 55 minutes



### Preparation:

- For Activity 2, you will need to be familiar with the content in parts 1, 2 and 3 so you can link the FO’s opportunities/challenges to what participants will learn across all three parts of the training.

### Activity 1: Mapping the FO’s business activities and services (20 minutes)

1. Divide participants into small groups of 4-5. Ensure there is at least one person in each group who can read and write. Give each group a flip chart paper.
2. Write the following table on a flipchart and display it so everyone can see it.

#	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:					

3. Ask each group to draw the table on their own flip chart paper or complete Table 1 on page 18 of the Participant Handbook. They should complete the table with any business activities their FO currently does and services their FO currently offers. For example:
  - Their FO might offer milling services to their members at a discounted rate, and to the public at a higher rate.
  - Their FO might own a tractor that members can use for tilling, and that can be rented out to the public.
  - Their FO might offer collective marketing services to its members.
4. Encourage participants to focus on identifying the opportunities for each business activity/service, as well as other opportunities for new business activities/services.



### Food security and greening

Encourage participants to think of business activities and services that their FO could offer to promote food security and greening in the community.

## Activity 2: Mapping FO opportunities to training content (30 minutes)

1. After groups have finished their tables, ask one group to share an opportunity that they identified for the FO.
2. Try to link their opportunity idea to something they will learn in the training.
  - For example, if a group thinks that there is an opportunity for their FO to sell more of their harvest to large agricultural companies, point out that they will learn more about marketing their products to different types of buyers in Training Part 2.
3. If there is time, groups can also share any challenges they have faced in the past with the FO's business activities and services.
4. Try to link their challenges to something they will learn in the training, showing how the training can help them overcome those challenges.
  - For example, if a group mentioned a challenge around trusting the FO's marketing committee, point out that they will gain skills related to healthy group dynamics and leadership later in Training Part 1 that may help them find solutions to this challenge.



### Activity 3: Networking meeting information (5 minutes)

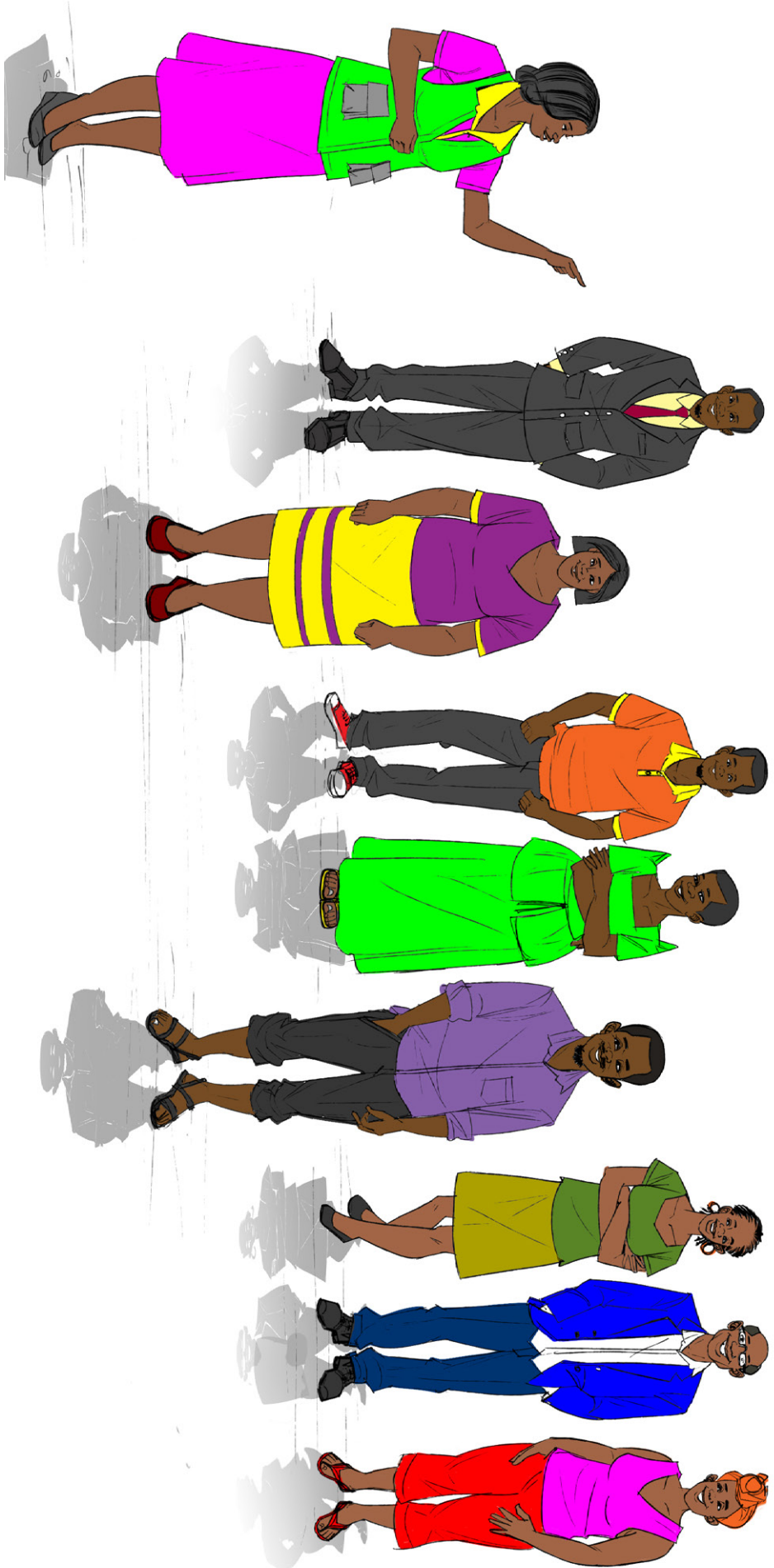
1. Share any upcoming business linkages and networking information with participants. Ensure to share:
  - What the networking opportunity is
  - Where it will be
  - When it will be
  - Why they should join
  - Three targets they want to achieve during the event.
2. Encourage participants to write down the targets, date, time and location of the next event on page 19 of the Participant Handbook.
3. Identify three targets they want to achieve during the event



#### 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.
- The Business Skills Training and Coaching for Farmer Organisations will help FOs identify their business challenges and opportunities and help them minimise the challenges and maximise the opportunities.





# MODULE 2:

## Entrepreneurship





# Module introduction:

This module starts to introduce participants to the concept of entrepreneurship and gets them thinking about whether they have the skills/personality of an entrepreneur and whether their FO is acting in an entrepreneurial way. Inspiring participants to start thinking about entrepreneurship (for themselves and their FO) is one of the most important aspects of Training Part 1, so spend enough time on this concept to ensure participants appreciate it.

First, participants brainstorm what it means to be an entrepreneur and learn about how entrepreneurs think in a creative way to generate possible solutions for problems they see in their communities. They then learn about some real agricultural entrepreneurs in Uganda. Participants then explore some skills and personality traits that many entrepreneurs share, including calculated risk taking and perseverance. They then reflect on whether they possess any of these skills/personality traits.

Participants then start to consider the importance of the FO being entrepreneurial. They examine case studies of entrepreneurial FOs which offer services to their members and reflect on how entrepreneurial their own FO is at this point.

Finally, they consider which services they would want their FO to offer and investments they would want their FO to make so that it can support FO members to make more money. These conversations help to set up the next module which will require participants to think about a vision, goals, and action plan for their FO so that it is more entrepreneurial.

## Module outline:

**Session 1:** Introduction to entrepreneurship

**Session 2:** Entrepreneur skills

**Session 3:** Seeing the FO as a business

**Session 4:** Running an entrepreneurial FO

## Module 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
- Recognise the skills of successful entrepreneurs and self-assess their own entrepreneurship skills
- Recognise 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

## Training materials needed:

- Flipchart paper, pens/pencils
- 3 buckets, chalk
- A small ball to toss (made of paper or anything else safe and easy to throw)

**Total time needed for module:** 4 hours, 15 minutes

## Session 1:

# Introduction to entrepreneurship



### Session objectives:

- To brainstorm the meaning of entrepreneurship
- To explore the mindset of an entrepreneur and how they develop solutions to problems
- To investigate agricultural entrepreneurs in Uganda



### Materials:

- Flipchart paper
- Pens/pencils



### Time:

- 45 minutes

## Activity 1: Entrepreneur brainstorm (5 minutes)

1. Ask participants to stand in a circle.
2. Ask the following question:
  - What is entrepreneurship?
3. Toss someone a ball and let them answer. They can then toss the ball to someone else. Some possible answers are shown in the facilitator's notes below.
4. Repeat the brainstorm with the question:
  - What does it mean to be an “entrepreneur”?





## Facilitator's notes

### What is entrepreneurship?

#### Possible answers:

- Entrepreneurship is when you identify market opportunities and start a business venture.
- Entrepreneurship is the art of identifying viable business opportunities and mobilising 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.

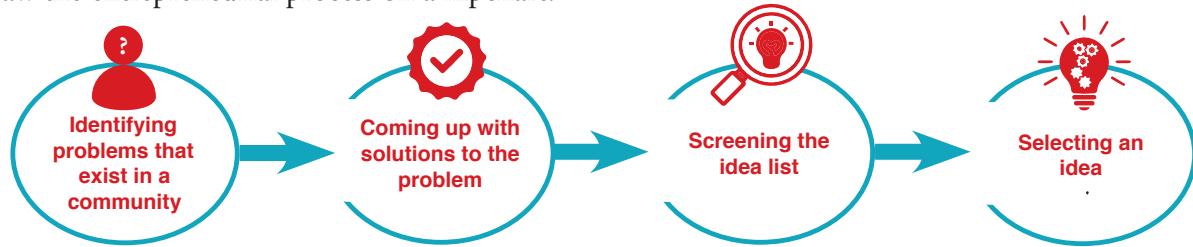
### What does it mean to be an “entrepreneur”?

#### Possible answers:

- 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 (15 minutes)

1. Draw the entrepreneurial process on a flipchart.



2. Introduce participants to the entrepreneurial process and explain each step in the process using the information in the facilitator's notes box below.

### Facilitator's notes

#### The Entrepreneurial process

##### Step 1: Identifying problems that exist in a community, region or country

- 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?



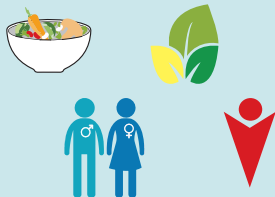
## Facilitator's notes

### 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 (25 minutes)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write.
2. Ask groups to find the entrepreneur case studies on page 23-26 of their Participant Handbook.
3. Assign each group one of the case studies to read and discuss the questions. If they have more time, they can read and discuss another case study of their choice.



### Food security, greening, gender, and youth:

Encourage participants to pay attention to whether their entrepreneur's case study promotes food security, greening, gender inclusion and/or youth employment.

4. After 10 minutes of reading and discussion in small groups, discuss each case study as a whole group. Ask questions like:
- Which of these entrepreneurs is helping to promote food security?
    - *Answer: Marula Proteen and Vert Fields*
  - Which of these entrepreneurs is helping to promote women and youth?
    - *Answer: Marula Proteen, Vert Fields, WimRob, Betty Ndugga*
  - Which of these entrepreneurs is helping to promote greening/sustainable agriculture?
    - *Answer: Marula Proteen, Vert Fields, Betty Ndugga*
  - What do all these entrepreneurs have in common?
    - *Answer: They all identified a problem in their community and created a solution that could make themselves money (as well as others).*
  - Which of these entrepreneurs do you think has the best business idea? Why?



## 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



### Session objectives:

- To recognise the skills of successful entrepreneurs
- To self-assess your own entrepreneurship skills



### Materials:

- Paper
- Pens/pencils
- 1 bucket
- Chalk
- A small ball to toss (made of paper or anything else safe and easy to throw)
- 3 beans/sticks/leaves for each participant, plus extra as “rewards”



### Time:

- 1 hour 30 minutes



### Preparation:

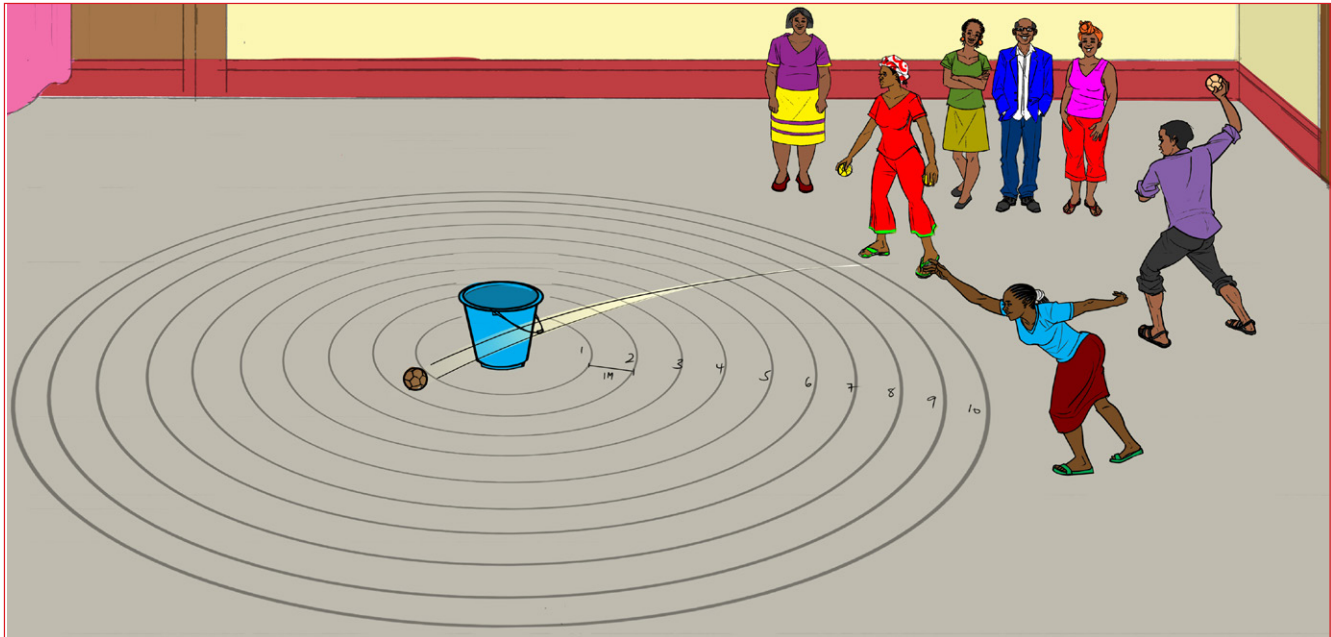
- Set up the game according to the instructions below. Do NOT tell participants that the game is about risk taking.

### Activity 1: Lawala game (30 minutes)

1. Set up the game.

- Place a bucket at the training area.
- One meter away from the bucket, draw a chalk mark with the number “1”.
- Two meters away from the bucket, draw a chalk mark with the number “2”.
- Three meters away from the bucket, draw a chalk mark with the number “3”.
- Ten meters away from the bucket, draw a chalk mark with the number “10”.

Participant name	Distance chosen-1, 2, 3 or 10 metres	Result of throw 1	Result of throw 2
		x	√



2. Explain the rules for the first round of the game:
  - This is a ball toss competition. The first round is the practice round.
  - Each person will have two chances to throw the ball.
  - You can choose any distance (1, 2, 3 or 10 meters) to throw the ball from.
3. Play the first round, giving each person the chance to choose a distance and throw the ball. Record their results on the flipchart.
4. Give each participant three beans/sticks/leaves (to symbolise money/a prize).
5. Explain the rules for the second round of the game:
  - In this round, you can win additional beans/sticks/leaves if you are successful or lose the beans/sticks/leaves you already have if you are unsuccessful.
  - Each person will have one chance to throw the ball. If you choose to throw the ball, you must “pay” me in beans/sticks/leaves for the privilege to play. Or you can choose not to play, and you can keep your three beans/sticks/leaves.
  - You can choose any distance (1, 2, 3 or 10 meters) to throw the ball from.
6. Tell participants the costs to play and the rewards they will get from different distances.

Distance from the bucket (meters)	Cost to play	Reward if successful
Don't play	0 beans/sticks/leaves	0 beans/sticks/leaves
1 meter	1 beans/sticks/leaves	2 beans/sticks/leaves
2 meters	2 beans/sticks/leaves	3 beans/sticks/leaves
3 meters	3 beans/sticks/leaves	6 beans/sticks/leaves
10 meters	3 beans/sticks/leaves	50 beans/sticks/leaves

7. Invite those who wish to play to come forward and choose their distance to throw from. Make sure that participants “pay” you with their beans/sticks/leaves before they throw. Reward them with beans/sticks/leaves if they make it in the bucket, according to the table above.

8. After the game, start a group discussion with the following questions. Use the information in the Facilitator’s Notes box to guide the discussion so participants clearly understand the link between entrepreneurship and risk taking.



- Why did you choose the distance you did in Rounds 1 and 2?
- Why did some participants choose not to participate in Round 2?
- Were each of the rewards in Round 2 worth taking the risk? Why or why not?
- Did anyone throw from 10 meters away? Why or why not?
- What have you learned about your own “appetite for risk” from this game? Do you think you would be a successful entrepreneur? Why or why not?
- What have you learned about judging good opportunities? How is this connected to making “calculated risks”?

## Facilitator’s notes

### Entrepreneurs, calculated risks and judging 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?



## Facilitator's notes

### Entrepreneurs, calculated risks and judging 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 (30 minutes)

1. Bring participants to an open space in the training room.
2. Explain the instructions:
  - We are going to do an activity called “Vote with Your Feet”. I am going to read a statement about entrepreneurs.
  - If you feel the statement is TRUE, “vote with your feet” and move to the RIGHT of me.
  - If you feel the statement is FALSE, “vote with your feet” and move to the LEFT of me.
  - If you are not sure, stand somewhere in the MIDDLE.
  - When everyone has “voted”, we will discuss the correct answer and why.
3. Do the activity using the following statements. After reading each statement, let participants “vote with their feet” and then ask a few participants to explain their choice. Then give them the correct answer.

### Statements

1. Successful entrepreneurs are innovative and creative.
  - **TRUE.** They think out of the box and seek creative ways to solve problems.
2. Successful entrepreneurs don't listen to others. They always go with their first idea because it is always the best.
  - **FALSE.** They know the value of listening to others, especially potential customers. They take all of the opinions/advice from others and use it to help them make their own decisions.
3. Successful entrepreneurs are always starting something new.
  - **FALSE.** They know the importance of focusing on one or maximum two ventures at a time. They do not hop from idea to idea too quickly. They give their ideas enough time to work or not. They don't get distracted by too many ideas at once.





## Statements

4. Successful entrepreneurs are persistent and don't give up easily.
  - **TRUE.** They keep trying and never let challenges stop them.
5. Successful entrepreneurs are collaborative, team players.
  - **TRUE.** They listen to their employees/partners and are willing to collaborate. They are always seeking ways to work with others to make their ideas and projects better.
6. Successful entrepreneurs are committed to their work.
  - **TRUE.** Being an entrepreneur can be frustrating work, but they stay committed and they don't give up easily. They have figured out the kind of change they want to see, and they believe and are fully committed to this vision.
7. Successful entrepreneurs are relaxed and let others do the work for them.
  - **FALSE.** They lead by example and are willing to work "in the trenches" alongside their employees/partners.
8. Successful entrepreneurs are enthusiastic and full of energy.
  - **TRUE.** They must be self-motivated and love what they do. They also encourage their employees/partners, even when things get tough.
9. Successful entrepreneurs learn from their mistakes.
  - **TRUE.** They see failures as opportunities to learn and improve. Successful entrepreneurs keep moving while converting their failures into strengths.
10. Successful entrepreneurs spend their business profits on personal expenses.
  - **FALSE.** They do not spend their business money on their own expenses. They determine a "salary" for themselves and they keep their business and personal money separate.
11. Successful entrepreneurs do not take risks. Instead, they save their money.
  - **FALSE.** They have good judgement and are willing to take calculated risks. They know that there is no reward without some risk.
12. Successful entrepreneurs are lucky.
  - **TRUE.** Many entrepreneurs will fail, even when they work very hard. Sometimes being in the right place, at the right time, with the right idea can make all the difference – and that has a lot to do with luck.

## Facilitator'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



### Gender, and youth

Emphasize that both women and youth can be capable entrepreneurs. They are often overlooked in business because of what people think "businessmen" should look like, but women tend to be very hardworking and many youth are not intimidated to try new things and use technology, which are important traits of an entrepreneur.

### Activity 3: Am I an entrepreneur? (30 minutes)

1. Ask participants to find the Entrepreneurial Self-Assessment on pages 29-30 of their Participant Handbook.
2. Explain the instructions:
  - I will read each statement aloud. You can read along with me.
  - After each statement you will decide how well the statement describes you.
    - If you **strongly agree** that the statement describes you, tick the green box for the statement.
    - If you **agree** that the statement describes you, but you could still improve in this area, tick the yellow box for the statement.
    - If you **disagree** that the statement describes you, and you could improve a lot in this area, tick the red box for the statement.
  - There are no right or wrong answers. Just think about how well the statement describes you and your personality/skills/abilities.



3. Read each statement on page 29-30 of the Participant Handbook aloud slowly. Give participants time to think about the statement and tick the colored boxes before moving on to the next statement.
4. After reading all statements, ask if participants would like you to repeat any specific statements again.
5. Ask participants to look at how many red, yellow, and green boxes they ticked. Tell them to first 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?
6. After everyone has reflected on their individual results quietly, ask volunteers to answer the following discussion questions:
  - Which of these statements described you the most? Why do you think this could make you a successful entrepreneur?
  - Which of these statements described you the least? How can you work on this area so that you can become a successful entrepreneur?



### 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



### Session objectives:

- To simulate what can happen if an FO does not think of itself as a business and does not have a business plan
- To explore case studies of successful FOs that act like businesses



### Materials:

- Paper
- Pens/pencils



### Time:

- 1 hour



### Preparation:

- Recruit 1 or 2 participants to help you with Activity 1 (Roundabout Simulation). In private, tell them that they will be “Leaders” in the simulation. They will try to get other participants to follow them around the “roundabout” in the training room. They should try to get as many other participants as possible to follow them.

## Activity 1: Roundabout simulation (15 minutes)

1. Clear an open space in the training area.
2. Start lightly jogging or fast walking around in a big circle, as if you were driving around a roundabout. The 1 or 2 participants you recruited as “Leaders” should also start to go around the roundabout.
3. You and the “Leaders” should invite other participants to follow you around the roundabout. Continue convincing participants to join in until everyone is following either you or one of the “Leaders”.
4. After some time, stop the simulation and ask the following discussion questions. Use the facilitator’s notes box to help you guide the discussion.
  - a. Why were we jogging around in a circle?
  - b. Why did you join in?
  - c. What does this simulation tell you about what can happen if you don’t have a plan or a direction to go in life?
  - d. What does this tell you about the importance of the FO having a business plan and a pre-determined direction that it is going?



## Facilitator's notes

### Roundabout simulation discussion

- Participants likely do not know why they were jogging around in a circle.
- They likely joined in because the trainer or one of the “Leaders” asked them to, and they joined in without thinking about it.
- This simulation shows 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. They 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 (45 minutes)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write.
2. Ask groups to find the successful FO case studies on page 31-33 of their Participant Handbook.
3. Assign each group one of the case studies to read and discuss the questions. If they have more time, they can read and discuss another case study of their choice.
4. After 10 minutes of reading and discussion in small groups, discuss each case study as a whole group and the discussion questions. Use the facilitator's notes box to help you guide the discussion.
  - What challenges were FO members facing?
  - What is the importance of the FO's business plan?
  - What services did the FO offer members that helped them make more money?
  - Would you want your FO to offer these services?
  - What attitude does the FO have at the end of the case study? Are they finished with trying to help FO members make money, or are they looking out for more opportunities?



### 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



### Session objectives:

- To take stock of how entrepreneurial the FO already is
- To learn about different services the FO can offer and investments it can make to be more entrepreneurial
- To reflect on which services and investments participants want their own FO to offer



### Materials:

- Paper
- Pens/pencils



### Time:

- 1 hour

### Activity 1: How entrepreneurial is our FO? (30 minutes)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write.
2. Ask participants to find Table 2: Entrepreneurial FO Stock-Taking Form on pages 34-35 of their Participant Handbook.
3. Explain the instructions:
  - In groups, read each statement on the stock-taking form.
  - For each statement you will decide as a group 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**.
  - There are no right or wrong answers. Just think about how well the statement describes your FO.
4. After all groups are finished scoring, come back together and discuss the following questions:

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

## Activity 2: Possible FO services and investments (30 minutes)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write. Ask groups to find Table 3: Possible Services FOs Can Offer and Table 4: Possible Investments FOs Can Make on pages 36-38 of their Participant Handbook.
2. Explain: Entrepreneurial FOs offer services to members which can help them with their farming businesses. They also make investments as an FO that can make additional money for members.
3. Review each possible service and investment that can help FOs and their members make money.
4. Ask participants if they know of any other services FOs can offer their members/the community or any other investments FOs can use to make more money.
5. After reviewing each service and investment, ask participants the following discussion questions.
  - Does your FO currently offer any of these services?
  - Which other services would you want your FO to offer?
  - Has your FO already made any of these investments?
  - Which other investments would you want your FO to make?





6. Fill out participants' answers on a flipchart. Use the table below as a template. Keep this flipchart as you will refer to it during Module 3, Session 3.

Services our FO currently offers	Other services we want our FO to offer	Investments our FO has already	Other investments we want our FO to have



### 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 Farmer Organisation





# Module introduction:

In this module, participants will produce the central outputs of Training Part 1: SMART goals for the FO to work towards achieving over the next 6 months and action plans detailing how each goal will be achieved.

First, participants will determine a set of core values and a shared vision for the FO. This will help to frame their thinking about how they want their FO to be perceived by others, what values are important to them as a group, and why they feel that they exist as an organisation. This is an important first step towards setting goals and taking action towards them.

Next, they will analyse their organisation's strengths, weaknesses, opportunities, and threats (SWOT). Assessing these will help them understand themselves better as a group and will help them later as they set goals which can take advantage of their strengths/opportunities and reduce their weaknesses. Then they will make a final decision about what services, investments, and products they want their FO to pursue, so that they are thinking entrepreneurially and helping their FO members benefit financially.

Finally, keeping their vision, values, SWOT, and their planned services, investments and products in mind, members will set SMART goals for their FO for the coming 6 months. These goals will be both production and non-production related and based on their own personal goals and what they want to get out of their individual farming businesses and lives. After determining the FO's goals, they will create action plans to achieve those goals. The completion of the action plans by the end of this module is very important as it will be a crucial document in follow-up during coaching sessions. FOs will be expected to work towards their action plans until they are revised in Training Part 2.

## Module outline:

**Session 1:** Creating a vision for the FO

**Session 2:** The FO's Strengths, Weaknesses, Opportunities and Threats (SWOT)

**Session 3:** Determining the FO's services, investments and products

**Session 4:** Creating goals and an action plan for the FO

## Module 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

## Training materials needed:

- Flip chart paper
- Pens/pencils
- Markers

**Total time needed for module:** 6 hours, 30 minutes

# Session 1:

## Creating a vision for the FO



### Session objectives:

- To determine the FO's core values
- To determine the FO's vision



### Materials:

- Flip chart paper
- Pens/pencils
- Markers



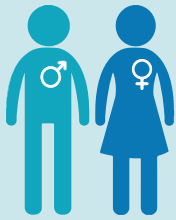
### Time:

- 1 hour 30 minutes

### Activity 1: Brainstorming the FO's core values (30 minutes)

1. Ask participants if anyone knows what "core values" mean and if they know of any example "core values" that companies/FOs may have. Check their answers using the information in the Facilitator's Notes box.
2. Explain:
  - 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.
  - Together you will determine a list of the FO's 5 or 6 most important core values that you want all members to live by.
3. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write.
4. Give each group several small papers. Ask each group to brainstorm the core values they want their FO to have. They should write each core value on a separate paper and give them to you.
5. Write each suggested core value on a flipchart. You should have a long list of core values to choose from (write every suggested core value only once, even if multiple groups suggested it).
6. Guide participants through a voting process to collectively choose their top 5 or 6 core values. Write these on a final flipchart and hang it at the front of the room.





## Gender and youth

Encourage the FO to consider at least one core value about gender equality and/or inclusion. An FO that values all members and the unique contributions each person can make (regardless of gender, age, religion, tribe, etc.) is stronger than one that discriminates against some members or doesn't give some members an equal chance to participate, lead and contribute.

### 7. Explain:

- The FO should try to live by each of the values brainstormed today, but it is important to choose just 5 or 6 core values, to help the FO focus on the ones deemed the most important.

## Facilitator'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 (1 hour)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write.
2. Ask participants if anyone knows what a “vision” is for a business. Check their answers using the information in the facilitator’s notes box. Then review the guidelines for creating a good vision.
3. Review the examples of good FO visions on page 42 of the Participant Handbook. Ask a few participants to explain which example vision is their favorite and why.
4. Give each group a flipchart paper and markers.
5. Explain:
  - In small groups you will brainstorm a vision for your FO.
  - Keep the guidelines for creating a vision in mind while brainstorming.
  - You can write your initial ideas on page 42 of your Participant Handbook.
  - Write your group’s FINAL vision on your flipchart paper.
6. Let groups brainstorm for 20 minutes. Walk around and offer assistance to ensure each group understands the assignment.
7. After 20 minutes, invite groups to hang their flipcharts around the room.
8. Ask participants to do a “gallery walk”, meaning that they walk around to look at each flipchart as if they were admiring art in a museum gallery. As they are walking, they should think about:
  - Which visions do I like best? Why?
  - Are any visions similar to each other?
  - Which elements could we take from different visions to create one final vision?
9. After the gallery walk, help participants create one final vision for their FO that everyone agrees on. Write it on a flip chart and hang it at the front of the room.

### Facilitator’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.

## Facilitator's notes

### 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?



### 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 strengths, weaknesses, opportunities and threats (SWOT)



### Session objectives:

- To brainstorm the FO's strengths, weaknesses, opportunities, and threats
- To consider why doing a SWOT analysis is important for FO business operations



### Materials:

- Flipchart paper
- Pens/pencils
- Markers



### Time:

- 1 hour



### Preparation:

Hang 4 flipcharts around the room and place markers next to them. Label the flipcharts as follows:

1. Strengths
2. Weaknesses
3. Opportunities
4. Threats

## Activity 1: Analysing the FO's SWOT (1 hour)





1. Ask participants if they have ever heard of a SWOT analysis. If so, ask what each of the 4 letters means and why doing a SWOT analysis is important for businesses. Use the Facilitator's Notes box to check their answers.
2. Explain the meaning of each part of the SWOT, using the Facilitator's Notes box.
3. Ask if any participants have ever done a SWOT analysis for themselves, their own business, or even for the FO.
4. Divide participants into 4 groups. Ensure that each group has at least one person who can read and write.

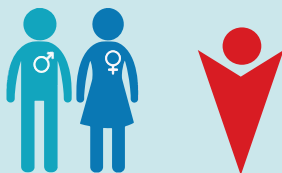
5. Explain:

- In groups, you will move around between the flipcharts and brainstorm the strengths, weaknesses, opportunities, and threats for the FO.
- At the first flipchart, write any ideas you have on the flipchart.
- At each of the next flipcharts, first read what other groups have written. If you agree with their ideas, write a tick mark (✓) next to their idea. If you have other different ideas, write them on the flipchart as well.

6. Ask each group to start at a different flipchart. Give them 5 minutes to write and then rotate them to a new flipchart. After 20 minutes, all 4 groups should have visited all 4 flipcharts.

7. Bring all 4 flipcharts to the front of the room. Guide the whole group to consolidate the ideas and make a final SWOT analysis flipchart with the most popular ideas (shown by how many tick marks (✓) are next to each idea on the individual flipcharts).

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



**Gender, and youth:**

Encourage the FO to consider the ways that women and youth are points of strength or can help bring opportunities for the FO.

8. Start a group discussion using the following questions.

- Which of our strengths and opportunities can we capitalise on to become more entrepreneurial? How?
- Which of our weaknesses and threats can we reduce to become stronger? How?
- Why is analysing our FO's SWOT important for when we set goals for the FO?

9. Ask literate participants to copy the FO's final SWOT on page 44 of the Participant Handbook. Their FO's SWOT will be referred to in later sessions, so it is important to save their ideas for later.

## Facilitator's notes

### SWOT analysis

SWOT stands for:

**S** = Strengths

**W** = Weaknesses

**O** = Opportunities

**T** = Threats

#### How can a SWOT analysis help a business?

A SWOT analysis helps you assess a business for its strengths, weaknesses as well as its potential opportunities and threats. It can help entrepreneurs/farmers to make changes within themselves or in their FO. It can also help them decide whether to make an investment or decision for the business or not.

#### What does each part of SWOT mean?

**Strengths** - Strengths are within the control of the business/FO and should be capitalised and harnessed to make weaknesses less damaging.

Example strengths for an FO may include:

- Members have technical expertise
- The leadership has managerial experience
- The FO has a good reputation with customers
- The FO handles money wisely and has strong accountancy practices
- The FO can offer a comparatively cheap price for the products it sells
- The FO offers products with unique features
- The FO offers services that members value

**Weaknesses** - Weaknesses are within the control of the business/FO and should be eliminated if possible.

Example weaknesses for an FO may include:

- The FO lacks working capital
- The FO struggles to raise member fees
- The FO has a weak selling effort to find customers
- The leadership has inexperienced managers
- The FO's products are of poor quality
- The FO has weak accountancy practices and uses money unwisely
- The FO has a poor reputation with customers due to poor customer service in the past





## Facilitator's notes

**Opportunities** - Opportunities are positive or favorable factors in the environment which the business/FO should make use of or which make a new project idea potentially viable. They are, however, mostly beyond the control of the business/FO. They are different from strengths in the sense that strengths are positive internal factors of the business while opportunities are possibilities that the business/FO might not have exploited yet.

Example opportunities for an FO may include:

- There are few or weak competitors
- There are no or few similar products on the market
- Similar products offered by competitors are already making a profit
- There is currently a low interest rate on loans
- The FO's target market has a rising income
- There is a growing demand for the products the FO offers (or can offer)
- There is technical assistance available to support the FO
- There are adequate training opportunities for the FO
- The FO has access to cheap raw material/inputs
- There are favorable government policies or programs

**Threats** - Threats are negative or unfavorable external factors in the environment and normally beyond the control of the business/FO. They adversely affect the business/FO, if they are not eliminated or overcome. Threats differ from weaknesses in that they are beyond the control of the business/FO. The purpose of analysing threats is to look for ways to hedge against them (trying to avoid them or lessening their negative impact by making counterbalancing actions).

Example threats for an FO may include:

- Changing government regulations which affect the FO's business
- Poor infrastructure (roads, electricity, water)
- Government corruption
- Natural disasters
- Raw material shortages
- Rising raw material costs
- Too much competition



## 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, investment and product



### Session objectives:

- To use the entrepreneurial process to determine services, investments, and products the FO can pursue to help members make money



### Materials:

- Paper
- Pens/pencils



### Time:





- 1 hour

## Activity 1: Using the entrepreneurial process to determine services, investments and products (1 hour)

1. Ask participants what they remember about the entrepreneurial process. Review the diagram on page 45 of the Participant Handbook.
2. Recap what participants have learned about in Training Part 1 Module 2 and 3:
  - We have learned about how entrepreneurs think about the problems in their communities and how they can brainstorm profitable solutions to those problems.
  - We have learned that entrepreneurs take calculated risks, are innovative, and are always looking out for possible business opportunities.
  - We have discussed what services the FO members may want the FO to offer, and what investments the FO could make to make more money.
  - We have determined a vision for the FO which can help to guide future actions.
  - We have considered the FO's strengths and opportunities.
3. Explain:
  - Now it is time to put all this together to come up with **a list of the services** the FO will strive to offer, **the investments** it will aim to make, and **the products** the FO will offer to customers.
  - This will be our own entrepreneurial process of brainstorming different ideas and then narrowing them down to the best ones.
  - The final outcome of this activity will be to create a list of services, investments and products the FO will focus on for now to help members and the FO itself make money.
4. Display the flipchart with the list of current/desired FO services and current/desired FO investments that you created with participants during Module 2, Session 4.

Services our FO currently offers	Other services we want our FO to offer	Investments our FO has already	Other investments we want our FO to have

5. Display the flipchart with the FO’s final vision that you created with participants during Module 3, Session 1.
6. Display the final SWOT analysis flipchart you created with participants during Module 3, Session 2.

The FO’s final SWOT			
<b>S</b> (trengths)		<b>W</b> (eaknesses)	
<b>O</b> (pportunities)		<b>T</b> (hreats)	

7. Ask participants to open their Participants Handbook to page 44-48. Guide the whole group through the entrepreneurial process for selecting services, investments, and products that their FO can offer to help solve problems in the community. The groups should keep the FO’s vision, SWOT analysis, and previous services/investments brainstorm in mind during this process.
8. Encourage participants to focus on selecting services, investments and products that can help FO members and the FO itself make money. This is important for the entrepreneurial process – the ideas selected must have the potential to be profitable.



### Food security, greening, gender, and youth:

Encourage participants to consider business activities (services, investments, and products) that:

- Promote food security in their community
- Promote greening/sustainable agriculture in their community
- Benefit youth in their community/the FO
- Benefit women in their community/the FO

Helping to promote food security, greening, youth employment and female empowerment/employment in their communities is one way that FOs can make a positive social difference.

9. By the end of this session, you should have generated a final list of services, investments, and products that the FO wants to commit to working towards. Encourage participants to be ambitious, but realistic with their list. In the next session they will make goals and an action plan to start working on achieving their entrepreneurial ideas.



### 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



### Session objectives:

- To set SMART goals for the FO for the next 6 months
- To create an action plan for achieving each SMART goal



### Materials:

- Flipchart paper
- Markers
- Pens/pencils



### Time:

- 3 hours

### Activity 1: What are your personal goals? (15 minutes)

1. Ask participants to find the personal goal brainstorm on page 49 of the Participant Handbook. Read each brainstorm question aloud and then give participants time to think about, write or draw their answers.
2. After 7-8 minutes, ask a few volunteers to share some of their goals with the whole group.

**Note:** Not everyone must share – only those who are willing.

### Activity 2: Setting SMART goals for the FO (45 minutes)

1. Ask participants how they would define a “goal” and why it is important to set goals when you are trying to achieve something. Use the information in the facilitator’s notes box to check their answers.
2. Introduce participants to SMART goals and give an example of a SMART goal using the information in the facilitator’s notes box.
3. Help the group set 5-6 SMART goals for things that are important to the FO, which they will aim to achieve within the next 6 months. These may be related to the services, investments and products they decided to pursue in the last session. Help the group set:
  - At least one **production goal** (how much the group will produce/sell, etc.)
  - At least two **non-production goal** (goals for recruiting new members, fixing equipment, offering a new service, making an investment, marketing, etc.)





- At least one **social good goal** (goals that improve the well-being of members and the community, such as a food security goal, a greening goal to make the FO more environmentally friendly, a goal for establishing a social fund in the group's VSLA, a gender-equality goal in the FO or in families, etc.)
- At least one **skills development goal** (how the FO will help to improve members' skills).

**Note:** Encourage participants to set ambitious but realistic production goals. The FO's production goal should not be smaller than the combination of each member's personal production goals. Emphasise that when the FO works together, they can set a more ambitious production goal and make more money faster.

4. Write each SMART goal the FO decides on a flipchart paper and hang it at the front of the room. If participants want, they can also write down the FO's SMART goals on page 51 of their Participant Handbook.

## Facilitator'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.



## Facilitator's notes

### Setting goals

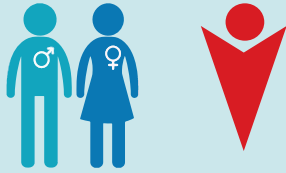
#### An example SMART goal

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).

### Activity 3: Action planning (2 hours)

1. Divide participants into groups and give each group a flipchart paper and markers.
  - The number of groups should be according to the number of SMART goals they set in Activity 2. For example, if the FO set 5 SMART goals, then divide participants into 5 groups.
  - Participants should join a group with a goal that is of interest to them. For example, if there is a goal related to marketing, then participants who are in the FO's marketing committee should join that group.
  - Ensure that each group has at least one person who can read and write.
2. Explain:
  - While a SMART goal is the overall goal we want to achieve, there are often many small steps that must be taken to achieve the goal. This is where an action plan is helpful – it helps us plan out each step we must take towards achieving the goal.
3. Ask participants to open to the action plan template on page 52 in their Participant Handbook and explain each part of it using the facilitator's notes box below.
4. When all participants understand the purpose and each part of the action plan, groups should work together to create an action plan for their assigned SMART goal. The action plan should include activities that the FO will do to work towards the goal over the next 6 months. Groups should draw their action plan on their flipchart paper.



**Gender and youth:**

As groups are working, encourage the youth and women in the group to take an active role in the action planning.

- After 60 minutes of working, ask groups to hang their action plans on the wall. As a whole group, review each action plan and make changes as necessary.

**Note:** After participants are finished making their action plans, they should be followed up during coaching sessions to monitor their progress and help them solve any challenges they will encounter.

**Facilitator’s notes**

**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					

**SMART goal:** Write the goal this action plan is for. (For example: We will increase our FO’s production of oilseed by 20% within 2 seasons). Each SMART goal should have its own action plan.

**Activity:** This is the activity/step you will do towards the goal. The first activity should be the first activity/step in the process towards achieving the goal. You should list each and every activity that will be needed to achieve the SMART goal.

**Timeframe:** This is the date that you will start an activity as well as the date by which you expect to finish an activity.

**Human and material resources needed:** These are all of the resources (money, materials, people, etc.) that you expect you will need in order to complete the activity.

**Source of resources:** This is where you will get the material resources – from FO member fees, from FO member in-kind donations, etc.

## Facilitator's notes

### Action plan

**Responsible person:** This is the person in the FO who will be responsible for making sure the activity happens. This is the leader of the activity (although others can help). It is important to have one person ultimately responsible for accountability purposes.

**Remarks/Comments:** This is the progress on the activity. It should be specific. It should give the reasons if an activity has not been completed as expected. It can also include lessons learned and anything good or bad that happened while doing the activity.





## 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







# Module introduction:

In this module, participants gain information and skills to help them build and nurture an effective team within the FO.

First, participants reflect on the benefits of working in a team, especially as FO members who are looking to work together to improve their individual farming businesses. Then they participate in a simulation that clearly shows how unfairness and exclusion of some FO members results in a weaker team. They get to understand how members with valuable skills are often overlooked when they don't fit the traditional description of "leader" (if they are not men, older, having status in the community, etc.). Participants then examine different "types" of teammates and appreciate how teams need people with all different skills and abilities, and how FOs need to build an inclusive team that values people based on their skills and abilities.

Participants also learn about conflict which is another threat to teamwork. They identify conflicts that have happened in their FO, and then they role play how their FO's conflicts could have been solved better using the 5 steps of non-violent conflict resolution. The goal is for FO members to be adept at using these steps so that they can use them to resolve conflicts in the FO in the future.

## Module outline:

**Session 1:** The benefits of working in a team

**Session 2:** Threats to teamwork (unfairness and exclusion)

**Session 3:** Creating an inclusive team

**Session 4:** Threats to teamwork (conflict)

**Session 5:** Conflict resolution

## Module objectives:

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

- Recognise how teamwork makes the FO stronger and appreciate the benefits that can result from working together in an FO
- Recognise 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

## Training materials needed:

- Paper
- Pens/pencils
- 16-21 sticks (for breaking sticks simulation in session 1)
- Match boxes/lighters (for lighting sticks simulation in session 1)
- 11 rolled papers (for lighting sticks simulation in session 1)
- Power walk character roles, printed or written from Annex 1

**Total time needed:** 7 hours, 30 minutes

# Session 1:

## The benefits of working in a team



### Session objectives:

- To recognise how teamwork makes the FO stronger
- To appreciate the benefits that can result from working together in an FO



### Materials:

- Paper
- Pens/pencils
- 16-21 sticks (for breaking sticks simulation)
- Match boxes/lighters (for lighting sticks simulation)
- 11 rolled papers (for lighting sticks simulation)



### Time:

- 1 hours

### Activity 1: Teamwork simulations (35 minutes)

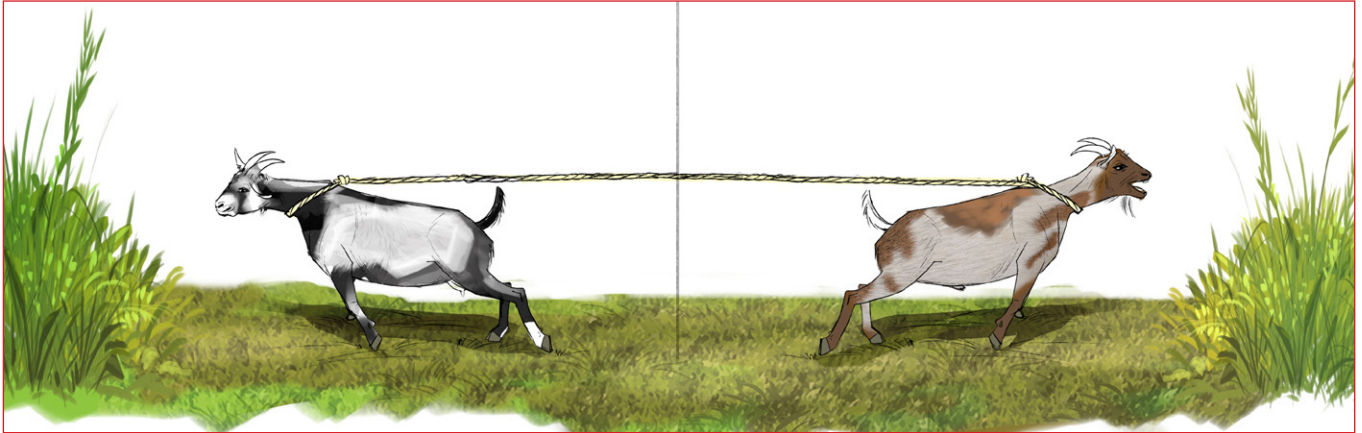
**Note:** You can conduct 1, 2 or 3 of the following simulation activities depending on the time you have available, your preference, and which activities you think will be most beneficial for participants.

#### Simulation 1: Two goats

1. Ask participants to close their eyes and relax.
2. Read them the following visualisation:
  - Imagine that you are in a barren field. You are standing next to two goats of the same size. They are both tied around the neck with the same rope, but they are looking in opposite directions. They each can see grass off in the distance. They are both hungry and desperately want to get to their grass. They begin to walk in different directions, but they cannot reach their grass because they are pulling in opposite directions.
3. After reading, ask participants the following questions. Use the information in the Facilitator's Notes box to help guide the discussion.
  - a. Which goat do you think will reach their grass, or will neither goat reach their grass?
  - b. What do you think the goats should do instead?
  - c. What does this visualisation teach us about teamwork?

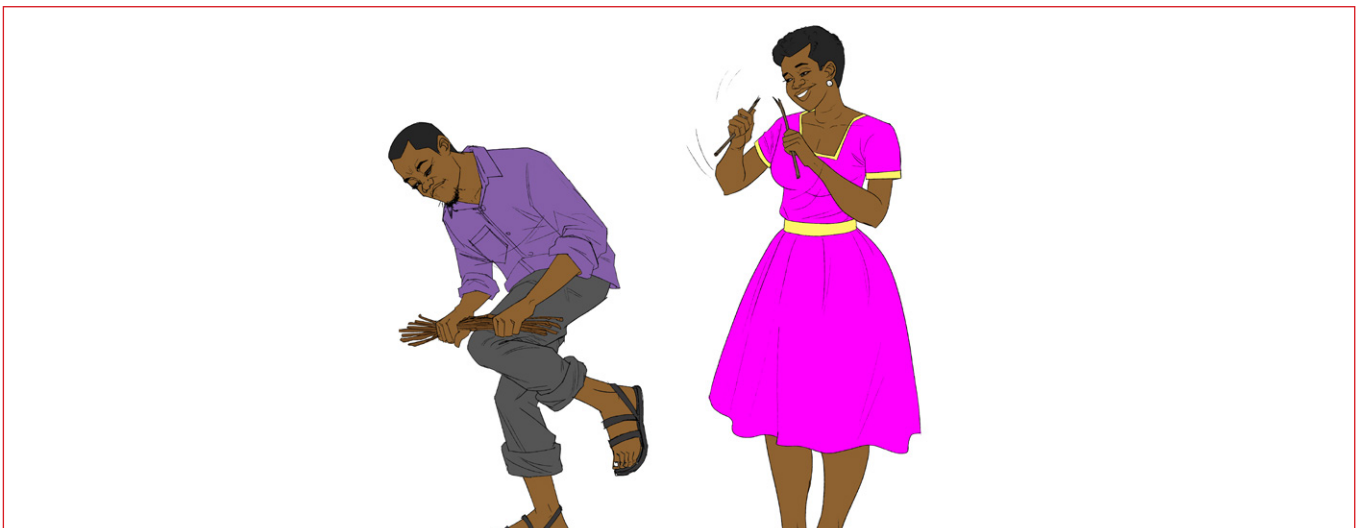


4. Emphasise the moral of the story: **FO members are stronger together. They can achieve great things if they pick one shared vision/set of goals and work towards it together.**
5. Tell participants that they can see an illustration and the moral for this story on page 54 of their Participant Handbook.



## Simulation 2: **Breaking sticks**

1. Ask for two volunteers. Give one volunteer one stick. Give the other volunteer many sticks (at least 15-20) in a stack.
2. While everyone is watching, ask both volunteers to try to break their sticks. They must try to break all their sticks at once.
3. After the volunteers try to break their sticks, ask participants the following questions. Use the information in the Facilitator's Notes box to help guide the discussion.
  - a. Could the volunteer with one stick easily break it?
  - b. Could the volunteer with many sticks easily break it?
  - c. What does this simulation tell us about the strength we get from working together?
4. Emphasize the moral of the story: 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.
5. Tell participants that they can see an illustration and the moral for this story on page 54 of their Participant Handbook.



### Simulation 3: Lighting sticks

1. Give 10 participants a rolled-up paper. Ask them to stand together in a group. Light one person's paper and ask them to light others from their fire. Continue like this until everyone has a lit paper. If someone's fire goes out, others can light it again for them.
2. Give 1 person a match box/lighter. Ask them to light one stick and then they must give the match stick/lighter back to you. Ask them to stand off to one side and tell them that they are not allowed to help light the bigger groups' sticks, and they are also not allowed to get assistance from the group if their fire goes out.
3. After the simulation, ask participants the following questions. Use the information in the Facilitator's Notes box to help guide the discussion.
  - a. What happened when people's fires went out in the big group?
  - b. What happened when the single person's fire went out?
  - c. What does this simulation tell us about the strength we get from working together?
4. Emphasize the moral of the story: **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".**
5. Tell participants that they can see an illustration and the moral for this story on page 55 of their Participant Handbook.





## Facilitator's notes

### Two goats discussion questions

- Which goat do you think will reach their grass, or will neither goat reach their grass?
  - Neither goat will reach their grass, because they are pulling in opposite directions, and they are approximately the same size. They will struggle with each other for a long time until they get tired and they will both still be hungry.
- What do you think the goats should do instead?
  - They should choose one patch of grass to walk towards together. Then they will both get to eat the grass.
- What does this simulation teach us about teamwork?
  - It is better to work together towards one shared vision/set of goals. This will be more successful than trying to struggle alone – we might not even reach anything if we do that.

### Breaking sticks discussion questions

- Could the volunteer with one stick easily break it?
  - Likely it was very easy for them to break the one stick.
- Could the volunteer with many sticks easily break it?
  - Likely it was very difficult or impossible for them to break all of the sticks at the same time when they were piled together.
- What does this simulation tell us about the strength we get from working together?
  - It is difficult to break a group of people who are standing united together.

### Lighting sticks discussion questions

- What happened when people's fires went out in the big group?
  - Other people could relight their fire.
- What happened when the single person's fire went out?
  - No one was there to relight their fire. Their fire was permanently extinguished when it went out.
- What does this simulation tell us about the strength we get from working together?
  - When we work together, we can support each other. We are stronger when we are working together than we are working alone. When we are working alone, we can only rely on ourselves and that can be very difficult and isolating.



## Activity 2: Teamwork race (25 minutes)

1. Divide participants into small groups of 5-6. Ensure that each group has at least one person who can read and write. Give each team a flipchart and marker.
2. Explain:
  - We are going to play a game to think about all the benefits of working together as a team in an FO.
  - As a group, you will list down all the reasons why working well as a team is beneficial for FO members.
  - There is one important rule – each person in your group must contribute at least one reason to the list. This is a game about teamwork afterall!
  - You will have 5 minutes to think of as many reasons as you can before time is up. This is a race to brainstorm as many good reasons as you can.
3. Give participants 5 minutes to brainstorm their lists.
4. Then ask different groups to share back their ideas with the whole group. For each idea mentioned, let groups give themselves one point if they also listed it. Refer to the facilitator's notes box for example answers.
5. After all ideas have been shared, ask groups to total their points and name a “winning group”.

### Facilitator's notes

#### Benefits of working as a team in an FO

- 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 better markets due to collective marketing.
- It is easier to benefit from discounts due to bulk procurement.
- 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 (unfairness and exclusion)



### Session objectives:

- To consider what can break or damage teamwork in an FO
- To recognise how exclusion can damage an FO



### Materials:

- Paper
- Pens/pencils
- Power walk character roles, printed or written from Annex 1



### Time:

- 1 hour 30 minutes



### Preparation:

- Print or hand-write the individual character roles for the Power Walk activity in Annex 1.



## Activity 1: Threats to teamwork brainstorm (20 Minutes)

1. Split participants into two teams, Team A and B.
2. Tell each team that they should brainstorm about what can damage teamwork in an FO.
3. For each factor they can think of, they should write it on a piece of paper and wrap it up around a small stone, so that they create little balls of paper.
4. After 5 minutes of brainstorming, tell Team A to stand in a line and hold hands.
5. Team B must stand a short distance away and throw their paper balls at Team A's hands to try and "break" them apart. If Team A's hands are hit, they should drop their hands down (symbolising that they have been broken apart).
6. After all of Team B's paper balls have been thrown, Team A should pick them up and read them.
7. Repeat with Team A throwing their paper balls at Team B.
8. Make a master list of all the factors that can damage teamwork in an FO. Use the Facilitator's Notes box as a guide.
9. Start a short discussion about the factors that can affect teamwork:
  - Which of the factors that can affect teamwork do you think is the most damaging in your FO? Why?
  - What do you think can be done so that there is strong teamwork in your FO?

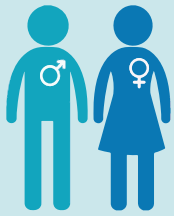
### Facilitator's notes

#### 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.

## Activity 2: Power walk (1 hour 10 minutes)

1. Tell participants that they are going to take part in a simulation to examine what prevents some members of an FO from fully participating and engaging as team members.
2. Give each participant a paper with a different Power Walk character/role on it. Try to give male participants the male characters and female participants the female characters (because they will be better able to put themselves in the shoes of their character), but this is not a requirement.
3. Ask participants to read their paper carefully (quietly to themselves) and try to put themselves in the shoes of their new character. They should think and act as if they are the character during the simulation.



### Gender, and youth:

This activity tries to get FO members to understand how excluding members based on their gender, age or any other characteristics is harmful to teamwork, and harmful to the FO as a whole. Try to bring out these themes throughout the activity so that by the end participants clearly see how exclusion and unfairness can negatively affect an FO while inclusion and fairness can help it to grow strong and profitable.

**Note:** If a participant cannot read his/her card, read it to them quietly so no one else can hear it.

4. Bring participants to an open space. Ask participants to stand in a single row, shoulder-to-shoulder with each other, facing you.
5. Explain that you will read out a few statements. Participants should carefully consider if the statement applies to his/her character.
  - If the statement applies to their character, then they should take one step forward.
  - If the statement does not apply to their character, then they should stay where they are.
6. Start with the following practice statements and monitor that participants understand the instructions:
  - *“I am a member or a leader of Ripe Aye Teko FO.”*
  - *“I am a female.”*
  - *“I am a male.”*

**Note:** Monitor that participants understand the instructions. If not, then explain them again. Also monitor that participants are taking approximately the same size of step forward so the game is fair.

7. Ask participants to move back to their original line so the game can start properly.
8. Read the following statements one by one, allowing time for participants to consider if the statement applies to them or not, and time to take one step forward if it does apply to them.



## Power walk statements

- a. "If I speak, I can be very sure that everybody else in the FO will listen to me."
  - b. "I can read and understand FO policies and the FO constitution. I have easy access to information about the FO and I can understand whether it is beneficial for me to be a member."
  - c. "My family is accepting of me if I need to stay in an FO meeting after dark."
  - d. "When the FO is invited to local or national events, I am easily considered as a participant."
  - e. "When there are training opportunities for the FO, I am considered to participate."
  - f. "When I have new ideas for the FO, I am very welcome to share them with other members and leaders and my ideas will be respected and considered."
  - g. "I can influence decisions in FO meetings. Others trust my opinion and experience easily."
  - h. "I am confident to fully give my opinion and contribute my knowledge in FO meetings."
  - i. "If there is a problem in the FO, I am consulted and can contribute to finding a solution."
  - j. "I have control over my own financial resources/assets that I can use to invest in the FO."
  - k. "I am able to contribute some land for producing a joint crop with the FO."
  - l. "If the FO has a problem with record keeping, other people will think that I can help with record keeping."
  - m. "I am confident to run for a leadership position in the FO."
  - n. "If I decided to run for a leadership position in the FO, I can be sure to get the necessary support from others."
  - o. *"I know how to bring my skills into the FO and others are happy about me taking up responsibility."*
  - p. *"Others trust that I have something to contribute to the FO."*
9. After reading all the statements, tell participants to stay where they are, but to look around the area at where everyone has ended up.
10. Tell participants that the people at the front have become the leaders of the FO.
11. Ask people standing at the front the following questions:
- a. What is the role on your card?
  - b. Why was it so easy for you to move forward?
  - c. Do you think you deserve your position as a leader? What skills do you have that mean you are a leader instead of other people at the back?



12. Ask people standing at the back the following questions:
  - a. What is the role on your card?
  - b. Why was it difficult for you to move forward? Do you think you deserve to be at the back of the group?
  - c. Which skills do you have that could help the FO become more successful?
13. Engage everyone in a conversation about the symbolic meaning of this game and what we can learn from it. Ask the following questions and use the Facilitator's Notes box to guide the discussion.
  - a. What does the distance between FO members in this simulation symbolise?
  - b. What affects peoples' chances to participate or become leaders in the FO?
  - c. What skills does the FO miss out on because it does not pay attention to the people in the back as much as the people in the front?
  - d. How can FOs seek to include everyone and give everyone opportunities to contribute?

## Facilitator's notes

### Discussion questions to summarise the lessons from the power walk

- **What does the distance between FO members in this simulation symbolise?**
  - The distance between participants symbolises the chances that people have for participating fully in the FO. It shows how not everyone has the same chances to contribute to and benefit from the FO, nor do they have the same chance to become a leader in the FO.
  - Some people are held back by things that are out of their control which prevents them from contributing or leading (the people at the back).
  - Other people contribute to, benefit from, and become leaders of the FO easily because of their status in the community, but they might not be the best choice for leader if they don't also have the right skills to lead (the people at the front).
- **What affects peoples' chances to participate or become leaders in the FO?**
  - Someone's ability to participate may be affected by their age, their ethnicity, religion, sex, socio-economic status, reputation, literacy level, self-confidence, or the perception that others have about them.
  - Not everyone is free to participate in FO meetings at any time of the day or week. Not everyone has the same financial resources available to pay for membership fees (although they might have other things that they can contribute), not everyone is confident to speak in front of others although they might have important contributions to make, not everyone is being listened to fully even if they have something important to contribute, etc. These factors might prevent them from participating in the FO, even though they may have a lot to offer.

## Facilitator's notes

### Discussion questions to summarise the lessons from the power walk

- **What skills does the FO miss out on because it does not pay attention to the people in the back as much as the people in the front?**
  - There is no telling what skills the FO misses out on when it underestimates some of its members.
  - In addition, many FO members who would be hard workers may lose motivation if they are not taken seriously by the FO leadership. All FOs need dedicated, motivated members to be successful.
- **How can FOs seek to include everyone and give everyone opportunities to contribute?**
  - Roles and responsibilities in an FO should be assigned to members based on their abilities or life experiences, rather than their gender, age, or status.
  - A successful FO makes sure that opportunities are provided to younger people to learn, contribute, and assume responsibilities according to their capacities. It is often easier for youths to acquire new skills, such as IT skills. They are better at modern technologies and innovations.



## 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 recognise 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



### Session objectives:

- To self-assess what team role they are best suited to have in the FO
- To appreciate that different FO members can contribute their different skills to make a strong team
- To analyse their own SWOT in terms of what they can contribute to the FO



### Materials:

- Paper
- Pens/pencils

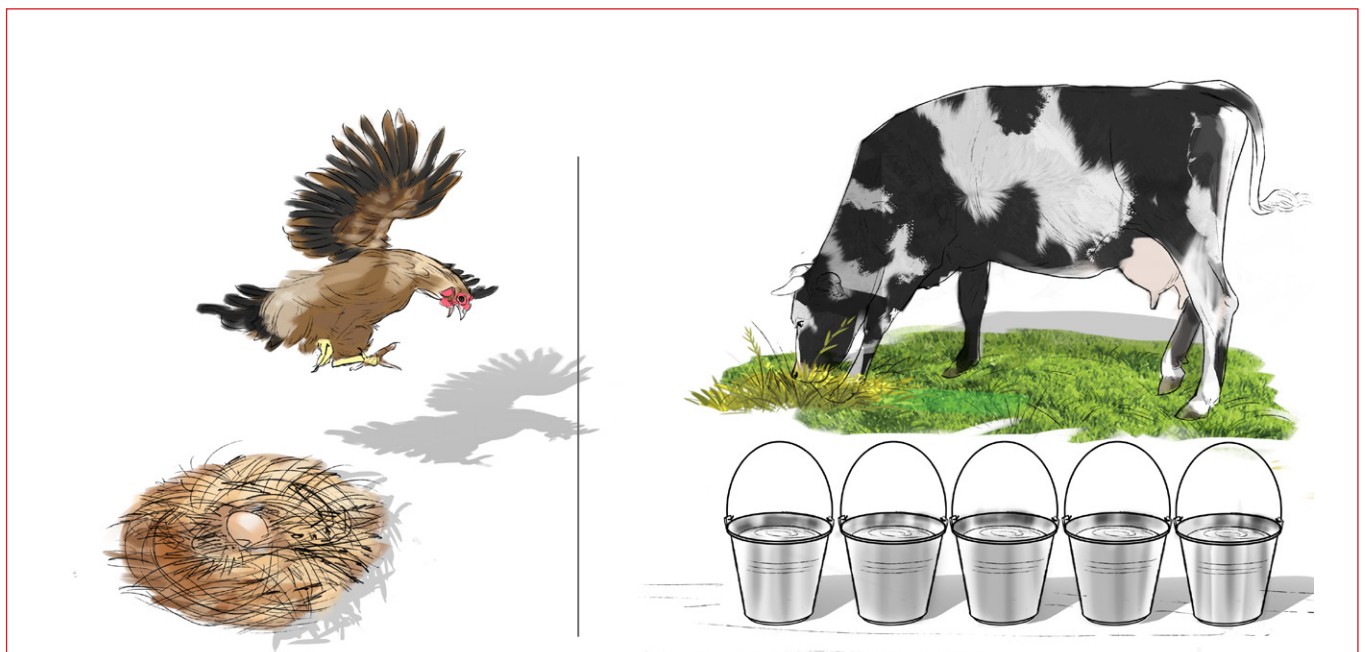


### Time:

- 2 hours

### Activity 1: Quiet cow, noisy chicken (15 minutes)

1. Read participants the following analogy:



Imagine that you are visiting a household which keeps domestic animals. You notice the cow in the kraal. The cow is very valuable because it has many uses. It gives you enough milk daily to drink and sell to others. It provides dung for fertilizing your crops. When it gets older you can eat its meat and use its horns and hide for making products to sell or use. However, the cow is often overlooked because it is so quiet and calm. It doesn't bother anyone.

In the same homestead, there is a chicken. This chicken only lays one egg per day, and when it gets old it provides only a little meat to eat. However, the chicken is very noisy and is always moving all over the place, disturbing people.

2. Ask the following discussion questions. Use the information in the facilitator's notes box to guide the discussion.
  - a. What does this analogy tell us about quiet people and loud people?
  - b. Why is this analogy important when thinking about good leadership for our FO?

## Facilitator's notes

### Quiet cow, noisy chicken discussion questions

- What does this analogy tell us about quiet people and loud people?
  - Quiet people often have a lot to offer, but they are frequently 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 loud, so people pay attention to them.
- Why is this analogy important when thinking about good leadership for our FO?
  - 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 (1 hour)

1. Start a brief discussion to get participants thinking about the importance of having a diversity of differently skilled people on a team. Use the following questions:
  - Do you think a team should be made up of people who all have exactly the same skills?
  - What are the benefits of having people with different skills on a team?
  - Have you ever thought about your own skills and what role you are best suited to play in a team?
2. Ask participants to look at the descriptions of different types of teammates on page 58 of their Participant Handbook. Read through each description with participants.



3. After reading all descriptions, divide participants into small groups of 3-4. In small groups, ask participants to discuss:
  - 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?
4. After discussing in small groups, ask the whole group to stand up and sort themselves according to which type of teammate they feel they most strongly are (a thinker, an action taker or a people-person). Ask the following discussion questions:
  - Do we have an equal number of thinkers, action takers and people-persons in our FO?
  - Do we have more of one type than the others?
  - Why is it important to have a mix of different types of teammates in our FO, especially among the leadership?
5. After the discussion, emphasise the key messages in the facilitator's notes about team roles such as how no one fits perfectly into one team role type and how your role in a team can evolve over time.

## Facilitator's notes

### Understanding team roles

- You might feel like you “fit” into more than one broad teammate category type, 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 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 therefore 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.

### Activity 3: Individual SWOTs (30 minutes)

1. Start a brief discussion to get participants thinking about the importance of having a diversity of 1. Ask participants if they remember what SWOT stands for. Ask participants to find the SWOT analysis template on page 62 of their Participant Handbook.
2. Explain: It is important to think about your individual SWOT when thinking about how you can contribute to the FO. Take time to think about your own individual **strengths** and **weaknesses**, as well as your **opportunities** for contributing to the FO and any **threats** that might prevent you from contributing your skills to the FO.
3. After 15 minutes, ask participants to share some of their SWOT analysis with the whole group.



## Activity 4: Reflection (15 minutes)

1. Start a reflection discussion about what participants have learned about valuing the skills that different people can contribute to the FO. Use the following questions:
  - What is the most important lesson you have learned from this session?
  - What have you learned about appreciating people's different skills?
  - How does inclusion make an FO stronger?
  - How can you take the spirit of inclusion and valuing FO members based on their skills (rather than their status) into your own FO?



### 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 prioritise 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)



### Session objectives:

- To recognise different types of conflict
- To identify different conflicts that have happened in the FO



### Materials:

- Paper
- Pens/pencils



### Time:

- 1 hour 30 minutes

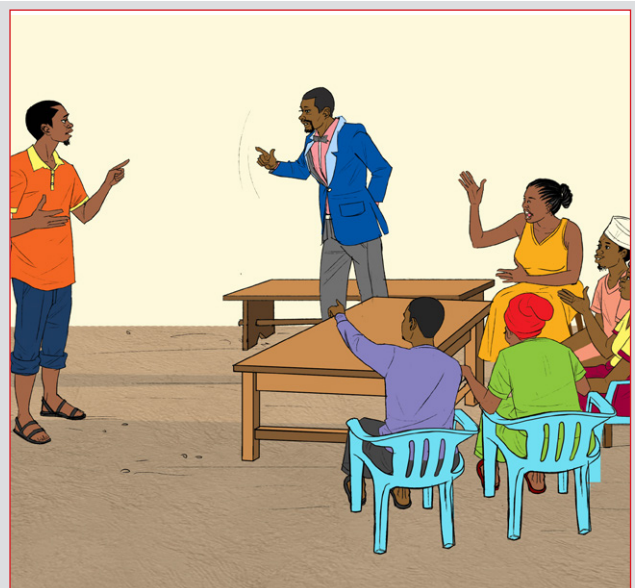
### Activity 1: Conflict case study (30 minutes)

1. Ask participants to turn to page 63 in the Participant Handbook to learn about the different types of conflicts which could negatively affect the FO if they are not managed properly. Allow participants to ask questions about the different types of conflicts to seek further clarity about what they mean and examples of each type.
2. Explain: I am going to read a case study about an FO that faced different types of conflicts. As you listen, try to identify the different conflicts and their type (inter-personal, inter-group and intra-group). You can also follow along with the case study on page 63-64 of the Participant Handbook.
3. Read the following case study .

### 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 realised that others were siding with Mrs. Acen instead of him.

The marketing committee decided to approach a sunflower oil processing company named Sun Oil 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 Sun Oil 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.







4. After reading, ask the following discussion questions. Check their answers using the information in the facilitator's notes box.
  - 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?
5. Ask participants to reflect on the negative and positive impacts that conflict can have on the FO. Check their answers using the information in the Facilitator's Notes box.

## Facilitator's notes

### Case study discussion questions

- What was the example of and an inter-personal conflict?
  - The conflict between Mr. Odok and Mrs. Acen in the marketing committee.
  - It happened because they had a disagreement over where to look for market, and because Mr. Odok was supposedly trying to bring his trader friend business.
- What was the example of an intra-group conflict?
  - The conflict between the FO's marketing committee and production committee about the price they had negotiated with SunOil.
  - It happened because the marketing committee and the production committee did not agree ahead of time about what price to sell their sunflower at.
- What was the example of an inter-group conflict?
  - The conflict between the FO's marketing committee and the procurement representatives at Sun Oil when they could not agree on a renegotiated price.
  - It happened because the FO had an internal conflict about the price to sell their sunflower, and that created a conflict with a client who the marketing committee had already made a deal with.
- Has your FO ever faced similar conflicts? What happened?
  - Participants will likely have a variety of answers.

## Facilitator's notes

### How can conflicts negatively impact the FO?

Conflict can cause:

- Reduced participation of members during meetings
- High membership deregistration
- De-motivation which leads to members not taking an active part in the activities of an FO
- Failure to increase share capital
- Increased side selling behavior among members
- Members not implementing the agreed action plan
- Individuals and FOs become distracted by conflict from their primary purposes, leaving them with less time and resources for other activities
- Complete disbandment of an FO
- Personal relationships to deteriorate

### How can conflicts positively impact the FO?

Conflicts can:

- Help an FO know about problems in the FO so they can work to solve them
- Help leaders understand the weaknesses of the FO, which might lead to change
- Discourage bad decision-making by the Executive Committee, for fear of facing conflict from other members
- Strengthen intragroup unity of the FO by providing an outlet for FO members to discuss and negotiate their interests within the FO

## Activity 2: Identifying conflicts in our FO (1 hour)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write.
2. Explain: In small groups, you will fill out (or just discuss) the table on page 65 of the Participant Handbook.
  - First think about what conflicts have arisen in your FO before.
  - Then decide what type of conflict it was (inter-personal, inter-group, intra group).
  - Then think about why the conflict happened.
  - You should write about or think about as many past conflicts as you can before time is up.
3. After 20 minutes of group work, bring the group back together to discuss their answers. Ask groups to share back about the types of conflicts they have faced as an FO and why these conflicts happened.

**Note:** It is important that you help facilitate a rich discussion about conflict and why it has happened in the past. It is important for FO members to acknowledge the conflicts they have had in the past so they can start working to avoid conflict proactively, or deal with conflict in a healthy way (which will be discussed in the next session).

4. Make a master list on a flip chart of some of the most disruptive or damaging conflicts that have happened in the past. Keep this master list safe as it will be needed again in the next session (Session 5).



### 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



### Session objectives:

- To learn about the 5 steps of non-violent conflict resolution
- To practice how to handle previous FO conflicts better, using the 5 steps of non-violent conflict resolution



### Materials:

- Paper
- Pens/pencils



### Time:

- 1 hour 30 minutes



### Preparation:

- Recruit a volunteer to act out the role play in Activity 1 with you. Practice the role play a few times beforehand.



## Activity 1: Conflict resolution steps (30 minutes)

1. Explain: FOs will inevitably face conflicts when working together as a group, but it is important to resolve these conflicts in a calm and professional manner when they do arise.
2. Ask participants what strategies they typically use to resolve conflicts with others. Then ask them what they think “non-violent conflict resolution” means.
3. Ask participants to find the 5 steps for non-violent conflict resolution on page 63 of their Participant Handbook. Go over each step with them.
4. Explain: A volunteer and I are going to role play using these 5 steps to resolve a conflict that could arise in an FO. Pay attention as you watch the role play to see if you can identify each of the 5 steps in action.
5. Role play the script in the facilitator’s notes box with your volunteer. After the role play, ask the following questions:
  - How did we demonstrate each of the 5 steps of conflict resolution?
  - Have you ever used any of these steps to solve a conflict? What was the outcome?
  - What other suggestions do you have for solving conflicts between FO members?

### Facilitator’s notes

#### Non-violent conflict resolution role play

##### The conflict:

- Lucy and Catherine are members of a Farmer Organisation that is working on an action plan to improve their FO. Lucy is angry with Catherine because she feels Catherine has not been contributing to the action plan as she promised she would.

##### The Characters:

- Lucy and Catherine

##### The role play:

**Lucy:** Hello, Catherine. Can I please talk to you about something that has been bothering me?

**Catherine:** Hello, Lucy. Yes, please.

**Lucy:** I feel upset because it seems that you have not been contributing as much time to our FO’s action plan as some of the other members and I have. We are not happy because we are all supposed to be working together equally and carrying out our part of the action plan. You said you would help fundraise money with me from FO members so we can buy equipment that the FO needs, but whenever we agree to meet, you never turn up.

**Catherine:** I hear what you are saying. I understand that you think I am not working as hard as you think I should, but I feel like you might not be understanding my situation right now. My mother fell sick, so I have been caring for her and I have a lot of responsibilities at home that are making it difficult for me to spend much time working on the action plan. I can see how this has made you and other FO members upset and I am sorry that I have not been contributing as much lately. I’m also sorry for not saying anything about it before now or for warning you that I might not turn up when we agreed to meet.

**Lucy:** I understand now that you have had a lot of other priorities lately that have taken up your time. I am also sorry for not asking how you were doing before I got upset with you. What do you think we can do to resolve it?



## Facilitator's notes

### Non-violent conflict resolution role play

**Catherine:** I think everyone in the FO should be honest with each other about the time they have to spend working on the action plan. Perhaps we can have more frequent meetings where we can discuss the challenges we are facing which may be preventing us from participating in activities for the action plan. Better communication and honesty can help us a lot. We should also make it a rule that we must inform each other with at least 2 days' notice if we cannot fulfil our commitment to participate in an action plan activity.

**Lucy:** Sure, I really like those ideas and we can talk to the other FO members about it.

**Catherine:** Are we OK now? Thanks for coming to me to talk this out.

**Lucy:** Yes, everything is fine. Thank you also for being open and honest.

### Activity 2: Analysing our conflict resolution (30 minutes)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write.
2. Display the flipchart with the master list of the FO's conflicts that participants identified in the previous session (Session 4). Also ask participants to look at the table of FO conflicts they brainstormed on page 65 of the Participant Handbook.
3. Explain: For each FO conflict you identified before, think about how it was resolved, if it was resolved at all. Determine if those involved in the conflict followed some or all of the 5 steps for non-violent conflict resolution.
4. Give groups 10 minutes to discuss. Then ask groups to share:
  - Examples of past conflicts that did NOT follow the 5 steps for non-violent conflict resolution, and what happened as a result.
  - Examples (if any) of past conflicts that DID follow some or all of the 5 steps for non-violent conflict resolution.

### Activity 3: Role playing improved conflict resolution (30 minutes)

1. Keep participants in the same small groups of 3-4 as the previous activity.
2. Explain:
  - In groups, you will role play a conflict your FO has faced which was NOT resolved in the past using the 5 steps of conflict resolution.
  - The twist is that you will now show how it could have been resolved better using the 5 steps of non-violent conflict resolution.
  - In your role play, make sure you clearly show what the conflict was and then how it could be resolved better using the 5 steps.
3. Give groups 15 minutes to plan and practice their role plays. Then ask a few groups to perform their role plays for the whole group.



# MODULE 5

## Leadership and governance







## Module introduction:

In this module, participants learn about good leadership and governance of the FO. First, participants practice identifying between skills of good leaders and bad leaders. They learn that not all good leaders look like “typical/traditional” leaders. In fact, the “typical/traditional” leaders (usually older men with status in the community) may not be the best choice for leading the FO if they have many other commitments or if they simply become leaders because others perceive them to be leaders – not because they have demonstrated the skills of good leaders.

Participants then spend time identifying if there is evidence of poor leadership in their own FO through a case study and role plays. They wrap up this part of the module by generating tips for electing good leaders. Throughout the leadership section, the trainer should emphasise that both women and youth can be good, effective leaders.

Then participants explore the concept of governance and identify indicators of good governance in the FO. They then explore their own FO’s organisation structure, including the roles and responsibilities of different leaders in the FO. They explore the importance of assigning each role appropriate responsibilities to ensure accountability, as well as the importance of dividing labor among FO members and leaders.

Finally, participants explore the concept of good internal communication in the FO. They discuss how communication can be distorted if it is not shared directly and if it is relayed through a long communication chain. Participants discuss whether their FO has good communication structures and, if not, they brainstorm the action points they can take to improve them.

### Module outline:

**Session 1:** Good leadership skills

**Session 2:** Leadership in an FO

**Session 3:** Good governance in our FO

**Session 4:** Roles and responsibilities in our FO

**Session 5:** Effective communication in our FO

### Module objectives:

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

- Recognise 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
- Recognise 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 organisational structure and identify the responsibilities for each role in the structure
- Brainstorm action items to help improve internal communication within the FO

### Training materials needed:

- Paper and pens/pencils
- Flipchart paper and markers
- Bad Leader Role Play Scenarios, printed or written from Annex 2

**Total time:** 13 hours, 20 minutes



# Session 1:

## Good leadership skills



### Session objectives:

- To recognise skills of good leaders
- To understand the meaning of transferrable leadership skills
- To appreciate how people with transferrable leadership skills can be good leaders of the FO



### Materials:

- Paper
- Pens/pencils



### Time:

- 2 hours

### Activity 1: Walking debate (1 hour)

1. Bring participants to an open space in the training room.
2. Explain the instructions:
  - We are going to do an activity called a “Walking Debate”. I am going to read a skill that a leader of an FO has.
  - If you feel the statement is the skill of a GOOD leader, move to the RIGHT of me.
  - If you feel the statement is the skill of a BAD leader, move to the LEFT of me.
  - If you are not sure, stand somewhere in the MIDDLE.
  - When everyone has moved, we will discuss the correct answer and debate a bit if people have different opinions.



### Gender and youth

Throughout the activity, emphasize that both women and youth can be good leaders. They are often overlooked to be leaders in an FO because of who people think “leaders” should be.

3. Do the activity using the following statements. After reading each statement, let participants move and then ask a few participants to explain their choice. Then give them the correct answer. Allow some debate if participants disagree with the correct answer.



## Statements

### 1. The leader is trusted by others.

- ✓ **GOOD LEADER.** Leaders should set an example for the other FO members. They should act in an honest way and should gain the trust of others. If FO members do not trust their leaders, it can cause many problems and result in a dysfunctional FO.

### 2. The leader doesn't listen to others. They always do what they think is best, even if most others disagree with them.

- ✗ **BAD LEADER.** A leader represents their followers. They should listen to other people's opinions and should do what the majority agrees with most of the time.

### 3. The leader gives credit to others and appreciates their efforts. He/she does not claim all the credit when things go right.

- ✓ **GOOD LEADER.** Good leaders know how to empower those that they lead. They recognise them for their efforts and thank them for their work. They do not try to take all the spotlight when something goes well. They recognise all those involved in the achievement.

### 4. The leader takes accountability when things go wrong.

- ✓ **GOOD LEADER.** Good leaders know that when things go wrong, it is them who should take ultimate responsibility, even when other people were involved in the failure. Leaders gain the respect of their followers when they are willing to admit when things went wrong and take responsibility for the part they played. Denying wrongdoing and not taking responsibility does not result in growth.

### 5. The leader gets involved in conflicts among FO members. He/she obviously chooses a side during conflicts.

- ✗ **BAD LEADER.** Leaders should remain unbiased and should not get involved in petty disagreements among FO members. They should remain neutral and help the conflicting members come to a solution. They should be fair and not take sides.

### 6. The leader does not hand over power when they are voted out.

- ✗ **BAD LEADER.** Leaders have a responsibility to step down when they are voted out. This is the most important part of the democratic process. No one wants a leader who overstays in power and forces themselves on others. This erodes trust in the FO.

### 7. The leader purposely encourages quieter members of the FO to participate and share their skills.

- ✓ **GOOD LEADER.** Good leaders empower others and encourage them to take part in the FO in the best way they can. This means supporting members who are shy and may need help putting themselves and their skills out there for others to see.

### 8. The leader is a traditional leader with status in the community, but they are known to be lazy and do not frequently come to FO meetings.

- ✗ **BAD LEADER.** It is very important for FO leaders to be committed and enthusiastic about leading the FO. If someone is just leading the FO because they are a "typical/traditional" leader in the community, but they don't have time, enthusiasm or skills to offer the FO, then that is not the best person for the position.

**9. The leader is present at every FO meeting and event. They are highly engaged and committed to the FO.**

- ✓ **GOOD LEADER.** The FO needs leaders who are committed and enthusiastic about leading, participating, and contributing. Their enthusiasm and presence will infect others and encourage other people to be present, committed and involved in making the FO a success.

**10. The leader gives business deals to his/her friends first.**

- ✗ **BAD LEADER.** The leader should always do what is in the best interest of the FO, not what is only in the best interest of themselves and their friends. They should make deals that will benefit the FO first and foremost.

**11. The leader is honest and does not try to hide bad news from the FO.**

- ✓ **GOOD LEADER.** Transparency and honesty are important characteristics of a leader. After analysing how the FO is performing, the leadership team should present the results openly and honestly to the rest of the FO. Trying to hide bad news can be very damaging and can prevent the FO from finding solutions to problems.

**12. The leader is humble and willing to admit when they are wrong.**

- ✓ **GOOD LEADER.** Leaders who are unwilling to admit when they were wrong are dangerous to progress. Leaders should recognise when they made a wrong decision, take ownership, and take steps to make it better. A leader who is unwilling to admit when they are wrong can continue to make bad decisions to cover up the mistake, instead of admitting to it and trying to correct it.

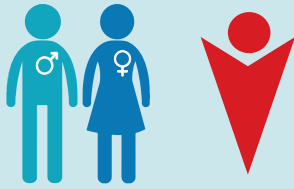
## Facilitator's Notes

### 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 (1 hour)



### Gender and youth

This activity is partially meant to help participants understand that women and youth can be good leaders of the FO, if they have relevant experiences and if they possess “transferrable leadership skills”. Emphasize that both women and youth can be good leaders. They are often overlooked to be leaders in an FO because of who people think “leaders” should be.

1. Explain: Some FOs struggle with poor leadership because they have a very narrow view of who they think a “leader” should be. Some FO members feel like leaders must be traditional leaders in the community. These are often older men, who may already be leaders of other organisations and businesses. Some of these men are good leaders but might not have much time to dedicate to the FO. Others may not be very good leaders but are continually elected to leadership positions because people perceive them to be leaders due to their status in the community.
2. Explain: However, many people have skills that would make them good leaders, but they are overlooked because they don’t fit the description of what people think a “leader” should look like. They may do other businesses or work that has given them skills which would also make them good leaders in the FO. These skills are called “transferrable skills” because they can be transferred to other areas of their lives. We are going to explore this concept in this next activity.
3. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write. Ask them to turn to page 68 of the Participant Handbook.
4. Explain: Look at the description of each person on page 68-71 of the Participant Handbook.
  - The description includes their name, age, gender, profession, and some of their life experiences. Try to put yourself into that person’s shoes to understand what his/her life might be like. 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 (✓).
5. After 15 minutes, ask groups to share which transferrable skills they think each person shown in the Participant Handbook would have that could make them FO good leaders. Start a discussion about how FO members’ view of who can be a “good leader” should be broadened. Use some of the following questions:
  - What does this activity tell us about who can be a good leader?
  - How can we use this knowledge to make our FO stronger?



## 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



### Session objectives:

- To recognise the actions of bad FO leaders and the effect it can have on the FO
- To identify tips for electing leaders who will be beneficial to the FO



### Materials:

- Paper
- Pens/pencils
- Bad Leader Scenario cards, printed or written from Annex 2



### Time:

- 2 hours



### Preparation:

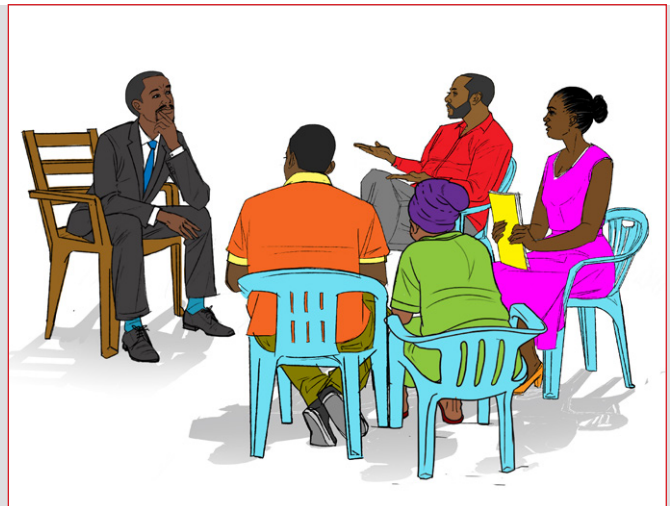
- Print or hand-write the Bad Leader Scenario cards for Activity 2 in Annex 2



## Activity 1: Leadership case study (25 minutes)

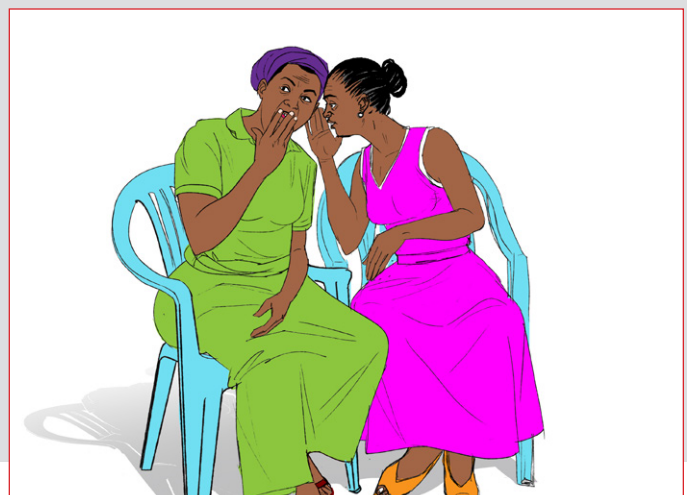
1. Ask participants to turn to page 72-74 in the Participant Handbook to see the leadership case study.
2. Explain: I am going to read a case study about an FO. As you listen, try to identify what is happening with the leadership of this FO, and what you think might happen because of it. You can also follow along with the case study on page 72-74 of the Participant Handbook.
3. Read the following case study.

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 criticised Crispus' financial management, distribution of inputs to members and his unfair methods of sharing the FO's commissions and allowances.

After realising 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.

4. After reading, ask the following discussion questions. Check their answers using the information in the Facilitator's Notes box.
- What is happening in this FO?
  - What could happen as a result?
  - What should be done to avoid putting the wrong people in leadership positions?
  - Are there any similarities in this case study with your FO?
  - Is there anything that can be done about it in your FO?

## Facilitator's notes

### Case study discussion questions

- What is happening in this FO?
  - Crispus is a bad leader. He is a fraudster and a liar. He is using the FO to benefit for himself and his friends, rather than working for the good of the FO.
  - Other members of leadership are too busy/disinterested to attend FO meetings, so they are not able to stop what is going on.
  - The Board is weak and ineffective. They do not understand their roles and they are friends with Crispus. The issue reached this stage because the Board was inactive and failed to take action on previously reported issues against Crispus. This means that Crispus has unchecked power to do whatever he wants in the FO without any accountability.



## Facilitator's notes

### Case study discussion questions

- What could happen as a result?
  - Good leaders like Joseph and Ben will leave the FO and find another one to join. They were already starting to help improve the FO, but they were removed from their positions so the good they bringing the FO has come to an end.
  - Ordinary members who have watched this situation also may leave the FO or will not try to become leaders, even if they have a lot to offer the FO.
  - The FO could collapse if the fraud continues. The FO could collapse if enough members leave due to intimidation/disgruntlement.
- What should be done to avoid putting the wrong people in leadership positions?
  - Leaders should be vetted before they are elected. FO members should take time to get to know who their leaders are, and if they are a good fit for the leadership.
  - Leaders who are acting wrongly should be swiftly replaced. This requires that the FO Board be active and strong.
  - Members should only be considered for leadership positions if they have the time, commitment, and passion to be leaders of the FO.
  - Members who are not traditionally considered as “leaders” (i.e. women, youth, people with transferrable leadership skills) should be elected if they have something to offer.
- Are there any similarities in this case study with your FO?
  - Answers will vary.
- Is there anything that can done about it in your FO?
  - Answers will vary.

### Activity 2: Bad leader role plays (1 hour)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write. Give each group a bad leader role play scenario card from Annex 2.

**Note:** If you have many participants, some groups may get the same role play scenario.

2. Explain:

- In groups, you will role play the scenario on your card, which describes the actions of a bad leader of an FO.
- After each role play is performed, we will discuss what the leadership is doing badly and what can be improved.

3. Give groups 15 minutes to plan and practice their role plays. Then ask a few groups to perform their role plays for the whole group. After each role play, ask the audience to discuss the following questions. Check their answers using the information in the Facilitator's Notes box.
  - What was bad about the leadership shown in this role play?
  - What could the leaders do better?

## Facilitator's notes

### Bad leader role plays

#### Scenario 1

- What was bad about the leadership shown in this role play?
  - The former leadership is still meddling in the new leadership's decision-making without being asked. They are confusing members about who is still in charge.
- What could the leaders do better?
  - The former leaders should not meddle in decision-making once they are voted out unless they are asked for advice from the new leaders.
  - The new leaders should make it clear to all members that they are in charge now and they are making their own independent decisions.

#### Scenario 2

- What was bad about the leadership shown in this role play?
  - The new leadership is too proud to ask for advice from the old leadership. As a result, they are making mistakes which could have been avoided.
- What could the leaders do better?
  - The new leaders can ask for help and advice when they need it. There is no shame in asking for help. In fact, great leaders ask for help from advisors so that they can make the best decisions possible.

#### Scenario 3

- What was bad about the leadership shown in this role play?
  - The leadership makes side deals with each other and does not record them in the FO's records. This is bad for transparency and honesty. It makes keeping it difficult to keep accurate records which can tell the FO's financial health. Eventually it can cause the FO to financially collapse.
- What could the leaders do better?
  - All financial transactions should be recorded in the FO's records. Approvals for loans should be public, and no secret deals should be done.

#### Scenario 4

- What was bad about the leadership shown in this role play?
  - The leadership is not setting a good example for other members. This can create a lawless and ineffective FO. It can also make it so that ordinary members do not respect what the leadership says, since they know that the leadership does not even do what they tell others to do.
- What could the leaders do better?
  - They should be very aware of how others are perceiving them. They should always strive to be good examples and act in a way that they are proud of and in a way that they want others to act.

## Facilitator's notes

### Bad leader role plays

#### Scenario 5

- What was bad about the leadership shown in this role play?
  - The Marketing Committee Chairperson is not being accountable for the funds he/she used to do FO business.
  - The Treasurer does not prevent the Marketing Committee Chairperson from acting this way and gives him/her the reimbursement anyway.
- What could the leaders do better?
  - The Marketing Committee Chairperson should be able to provide evidence of how he/she spent the money to do FO business.
  - The Treasurer should have financial accountability systems and should not be intimidated to give someone a reimbursement if they cannot provide evidence to show how the money was spent.

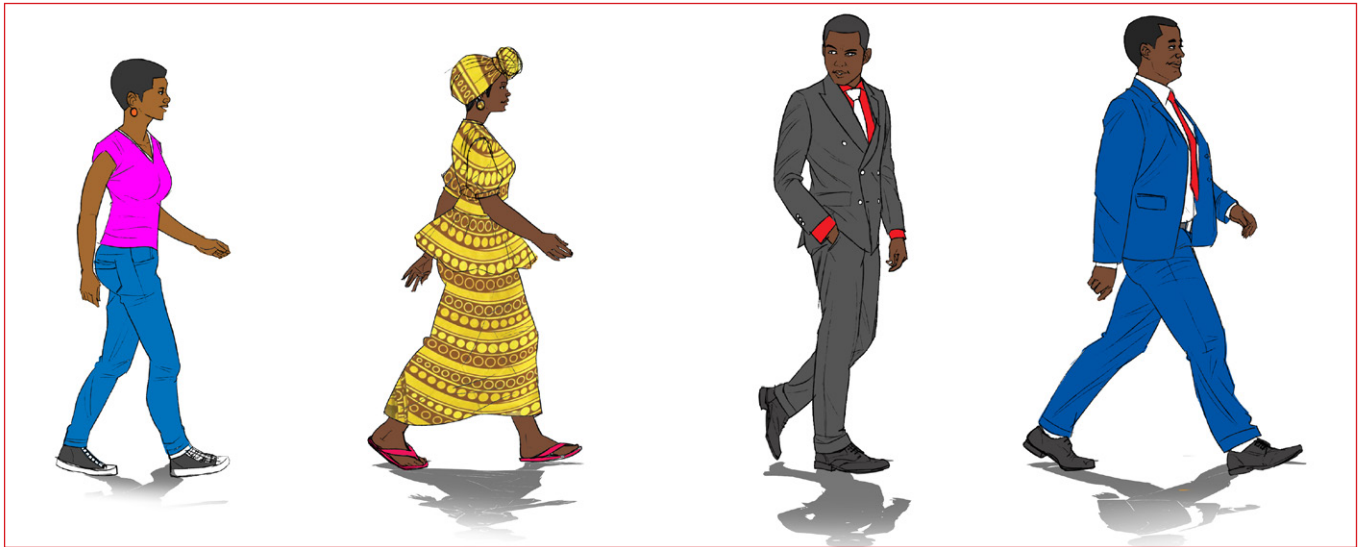
#### Scenario 6

- What was bad about the leadership shown in this role play?
  - The Chairperson wants to be seen to be good by all people and as a result he/she fails to make a critical decision.
- What could the leaders do better?
  - Chairpersons need to be decisive, and they need to enforce the rules, even if it uncomfortable at times. While Chairpersons should be approachable and friendly, they should not compromise on their willingness to enforce rules because they want to be liked. This can be dangerous because their authority will not be respected, and rules will be broken which can damage the FO.

### Activity 3: Tips for electing good leaders (35 min)

1. Divide participants into small groups of 5-6. Ensure that each group has at least one person who can read and write. Give each team a flipchart and marker.
2. Explain:
  - We are going to play a game to think about tips for electing good leaders in the FO.
  - As a group, you will list down all the tips you can think of to give people advice for how to ensure that they elect good leaders in their FO.
  - There is one important rule – each person in your group must contribute at least one reason to the list.
  - You will have 5 minutes to think of as many tips as you can before time is up. This is a race to brainstorm as many tips as you can.
3. Give participants 5 minutes to brainstorm their tips.
4. Then ask different groups to share back their ideas with the whole group. For each tip mentioned, let groups give themselves one point if they also listed it. Refer to the Facilitator's Notes box for example tips.
5. After all tips have been shared, ask groups to total their points and name a “winning group”.





## Facilitator'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 member should choose their leaders extremely carefully.





# Session 3:

## Good governance in our FO



### Session objectives:

- To understand the components of the FO's constitution
- To recognise indicators of good governance in an FO and recommend steps the FO's governing bodies can take to ensure good governance



### Materials:

- Flipchart paper
- Markers
- Pens/pencils
- Copies of the FO's constitution



### Time:

- 3 hours



### Preparation:

Hang 5 flipcharts around the room and place markers next to them. Label the flipcharts as follows:

1. Participation and consensus building
2. Transparency and accountability
3. Equity and fairness
4. Respect for rules, policies and regulations
5. Efficiency and effectiveness

### Activity 1: Understanding our FO's constitution (2 hours)

1. Ask the following discussion questions and check participants' answers using the information in the facilitator's notes.
  - What is an FO constitution?
  - Why is it important for all FOs to have a constitution?
2. Explain that all FOs are mandated to have a constitution according to Uganda's Cooperatives Act of 1991 (amended in 2020). This means that for their FO to be legal in Uganda, it must have a constitution in place. All FO members should be aware of what the constitution says, and the FO should follow it.



3. Divide participants into small groups of 3-5, ensuring at least one person who can read and write in each group. Give each group a copy of their FO's constitution.
4. Ask participants to find the list of rules that are mandatory for inclusion in all Ugandan FO's constitutions on page 76 of the Participant Handbook. These are aspects that **MUST** be in their FO's constitution.
5. Assign each group a different mandatory rule that must be included in the FO's constitution. The group must find where the mandatory rule is located in their constitution and then present back their answers to the following questions to the entire group:
  - On what page of the FO's constitution can this mandatory rule be found?
  - Why is this mandatory rule important to be included in the FO's constitution?
  - Why should members follow this rule? Why is it important for good governance? What could happen if we don't follow this rule?
6. Then bring participants' attention to the list of non-required rules that their FO could include in their constitution, found on page 76 of the Participant Handbook.
7. Discuss why each of these rules are important for good FO governance. For each rule, discuss:
  - Why would this rule be important for our FO?
  - Have we included this rule in our FO's constitution? If so, where?
  - If we have not included this rule, do we want to amend our constitution to include it? What benefit will it bring us to add and follow this additional rule?

## Facilitator's notes

### An FO constitution

#### What is an FO constitution?

- A constitution is a set of rules and regulations that governs an FO.
- A constitution not only regulates the existence of the FO, but also directs the relationship between the FO, its members, and other stakeholders.
- It is formulated at the initial formative stages of the FO. All FOs in Uganda are mandated to have a constitution when they are registered.
- FOs are guided by the constitution in all their operations including meetings.

#### Why are FO constitutions important?

- It sets the guidelines for managing the FO.
- It acts as a point of reference in times of crises or conflicts.
- It ensures that the objectives of the FO are always upheld.
- It ensures that the interests of members are always safeguarded.
- It may help to deter deviant behaviors among members by clearly explaining consequences for inappropriate behaviors.
- Having a constitution can help the FO secure financial support, or government support services.

## Activity 2: Indicators of good governance in an FO (1 hour)

1. Explain:
  - Governance is the system by which organisations are managed and controlled.
  - Good governance ensures that the interests of the different stakeholders in an FO are managed and protected.
  - The Board/Executive Committee is entrusted with the governance responsibility in an FO. It oversees the management team, who handles the day-to-day running of the FO.
2. Divide participants into 5 groups. Ensure that each group has at least one person who can read and write.
3. Explain:
  - In groups, you will move around between the flipcharts and brainstorm what the indicator of good FO governance means to you. Think about what you think the FO's Board/Executive Committee should be doing regarding each.
  - At the first flipchart, write any ideas you have on the flipchart.
  - At each of the next flipcharts, first read what other groups have written. If you agree with their ideas, write a tick mark (✓) next to their idea. If you have other different ideas, write them on the flipchart as well.
4. Ask each group to start at a different flipchart. Give them 5 minutes to write and then rotate them to a new flipchart. After 25 minutes, all 5 groups should have visited all 5 flipcharts.
5. Bring all 5 flipcharts to the front of the room. Discuss what participants wrote for each flipchart. Use the information in the Facilitator's Notes box to guide the discussion around each indicator of good governance.
6. Tell participants that they can find a summary of the indicators of good FO governance on page 75-77 of the Participant Handbook.

### Facilitator'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.



## Facilitator'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).
  - Ensure the FO is keeping accurate records, financial records and minutes of 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



#### 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 organisation 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 organisation is directed and controlled. It is different from the day-to-day operations of the organisation which are run by the management team.
- An FO is governed ultimately by the Board/Executive Committee.
- Indicators of good governance include: Participation and consensus building among leaders and members, transparency and accountability, equity and fairness, respect for rules, policies and regulations, efficiency and effectiveness.

## Session 4:

### Roles and responsibilities in our FO



#### Session objectives:

- To map the FO's organisational structure
- To identify the responsibilities for each role in the FO's organisational structure
- To appreciate the importance of dividing labor in the FO



#### Materials:

- Flipchart paper
- Markers
- Pens/pencils



#### Time:

- 3 hours

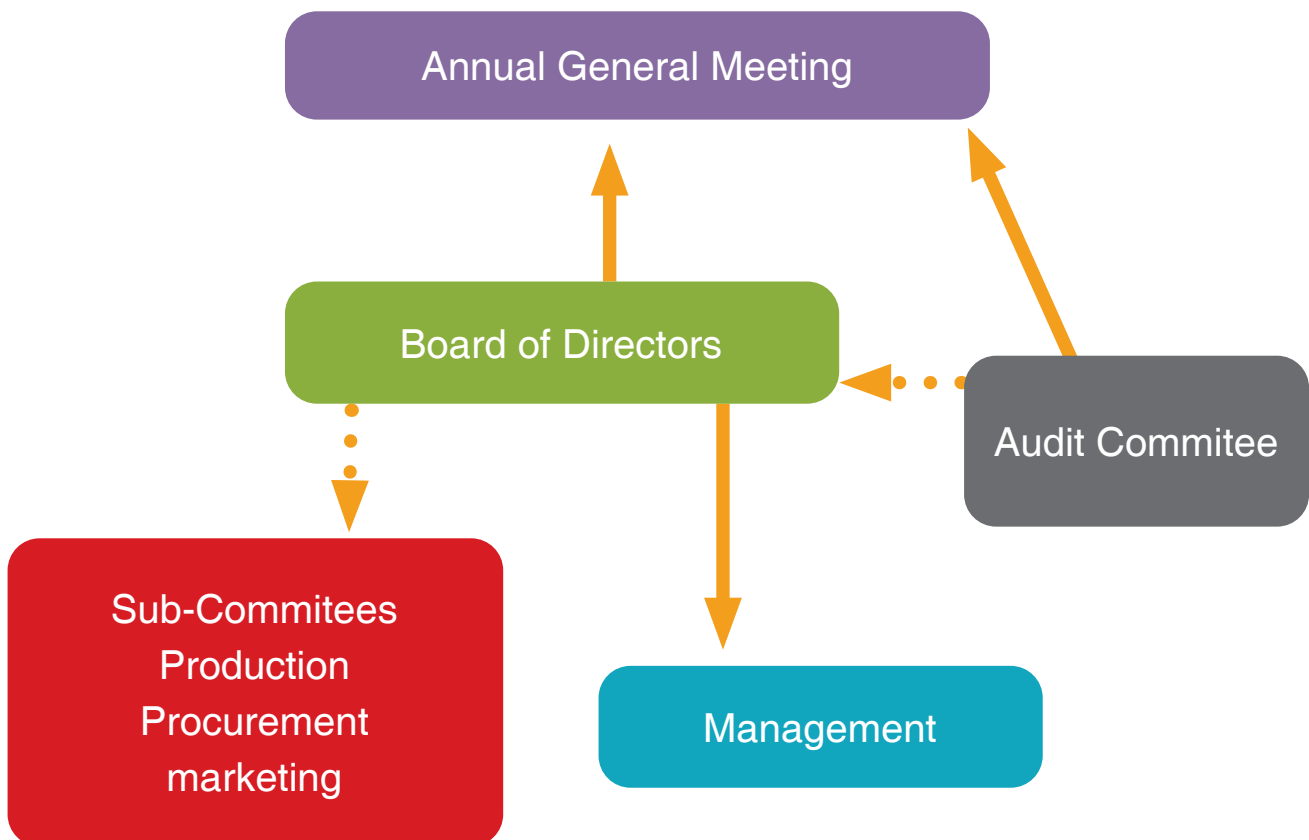
### Activity 1: Introduction to organisational structure (20 min)



1. Share the information in the facilitator's notes box with participants to introduce them to organisational structures.
2. Ask participants to look at the example of the hierarchical FO organisational structure on page 79 of the Participant Handbook. Allow them to ask any questions they may have about what organisational structures are and why they are important for FOs.

## Facilitator's notes

### Introductory information about organisational structures

- What is an organisational structure?
- It is the systematic arrangement of human resources in an organisation. It shows how work should flow through an organisation. It shows who is connected to who in the organisation.
- Most organisational structures are hierarchical. This means that there is a clear chain of command for decision-making, supervision, and reporting.
  - Advantages of a hierarchical structure: There is a clear chain of command. People can clearly tell how they can advance their position in the organisation by making their way up to the top of the hierarchy. This can be a motivation for them to work harder to get elected or promoted to higher levels of the organisation.
  - Disadvantages of a hierarchical structure: There is vertical chain of command. This makes communication in real time more difficult. Sometimes the person in charge of the organisation (at the top) may not know in good time what is happening at the bottom of the organisation. Similarly, people at the bottom of the organisation might not know about decisions made at the top. There needs to be a very clear communication structure in place to prevent this.



**Key:**  Reporting relationship  
 Supervision relationship





## Facilitator's notes

### Why is it important to have an organisational structure?

- They show the official reporting and supervisory relationships between different roles in an organisation.
- This helps people clearly know who they report to (and who reports to them), as well as who they are supervised by (and who they supervise).
- This also makes it easier for them to know who to go to for help, and who they should be helping and supporting.

### Activity 2: Our FO's organisational structure (1 hour)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write. Give each group a flipchart paper and markers.
2. Explain: In groups, you are going to draw how you think your FO's organisational structure looks.
  - To do this, think about each of the different roles in the organisation.
  - Consider which roles report to which and which roles supervise which.
  - Map the different leadership positions as well as the ordinary FO members.
3. Let groups draw and discuss for 20 minutes. Walk around and offer assistance to ensure each group understands the assignment.
4. After 20 minutes, invite groups to hang their flipcharts around the room.
5. Ask participants to do a "gallery walk", meaning that they walk around to look at each flipchart as if they were admiring art in a museum gallery. As they are walking, they should think about the following questions. Then facilitate a discussion with the whole group about these questions:
  - Do our FO structures look the same or are they different?
  - Are we all on the same page about how our FO functions? If not, what is the danger of having different perceptions of our FO structure?
6. After the gallery walk, help participants create one final organisational structure to describe how their FO functions that everyone agrees on. Draw it on a flip chart and hang it at the front of the room.

### Activity 3: Somebody, anybody, nobody, everybody (15 minutes)

1. Ask participants to find the story of "Somebody, anybody, nobody, everybody" on page 80 of the Participant Handbook. Read the story aloud to participants and then ask them the following discussion questions. Use the information in the facilitator's notes box to guide the discussion.
  - What is the moral of this story?
  - What can we do in our FO to prevent this from happening to us?

## Facilitator's notes

### Somebody, anybody, nobody, everybody discussion questions

- a. What is the moral of this story?
  - When there are no defined roles and responsibilities, jobs don't get done. Everyone needs to be assigned roles and responsibilities so that it is clear who is expected to do what in an organisation.
- b. What can we do in our FO to prevent this from happening to us?
- c. We can clearly assign appropriate responsibilities to the roles in our FO. This way we can hold people accountable for their responsibilities and there is less chance that important jobs won't be done.

### Activity 4: Roles and responsibilities in our FO (45 minutes)

1. Ensure the flipchart with the FO's final organisational structure (that you helped them make in Activity 2) is at the front of the room.
2. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write.
3. Assign each group a few different roles shown in the organisational structure. For each role they are assigned, give them a flipchart paper.
  - For example, you might assign Group A the roles of 1) Production Committee chairperson, 2) FO Secretary, and 3) a marketing committee member.
  - You might assign Group B the roles of 1) Marketing Committee chairperson; 2) FO Chairperson and 3) a production committee member.
4. Explain: For each role your group was assigned, decide what responsibilities it should have in the FO. Write the name of the role and the list of their responsibilities on the flipchart.
  - For example, if you were assigned the FO Secretary you might say that one responsibility they have is to keep the FO's meeting minutes.
  - If you were assigned a marketing committee member, you might say that one responsibility they have is to help find new marketing opportunities for the FO.
5. Explain: Then for each role your group was assigned, decide what skills the person in this role should possess. Write the skills/characteristics they should possess on the flipchart.
  - For example, if you were assigned the FO secretary, you might say that he/she should be able to read and write, should have good attention to detail, should be honest, and should be committed to the FO.
  - For example, if you were assigned a marketing committee member, you might say that he/she should be outgoing and able to talk to people, should be a good listener, and should be honest and committed to the FO.
6. After 20 minutes, invite groups to hang their flipcharts around the room.
7. Review each flipchart as a whole group. Make changes to the responsibilities assigned to each role according to the group's feedback. Add to the skills/characteristics recommended for each role as well, as necessary. Refer to the recommended roles for different FO positions in Annex 3 to guide this discussion.

## Activity 5: Dividing labor in an FO (40 minutes)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write.
2. Ask groups to find the division of labor scenarios on page 80 of their Participant Handbook.
3. Ask groups to read each scenario and discuss the questions.
4. After 10 minutes of reading and discussion in small groups, discuss each scenario as a whole group and go over their thoughts about the discussion questions.
  - What did the leader(s) do wrong in this scenario?
  - 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 organisational structure shows the line of command within an organisation. Most organisational structures are hierarchical.
- Organisational structures are important because they establish a clear chain of command for decision-making, supervision, and reporting.
- FOs should develop a standard organisational 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 organisation.
- FOs should divide labor among members for the best results.





## Session 5:

# Effective communication in our FO



### Session objectives:

- To recognise that messages can be distorted when the chain of communication is too long
- To reflect on how well the FO currently communicates internally to its members
- To create a communication plan for bettering communication in the FO
- To reflect on their goals and action plan and consider how to communicate about it with the rest of the FO members



### Materials:

- Flipchart paper
- Pens/pencils



### Time:

- 3 hours 20 minutes

## Activity 1: Broken telephone (20 minutes)

**Note:** Depending on the time you have available and your preference, you can do one or both of the Broken Telephone activity options below. They are slightly different but help to get across the same message.

### Option 1:

1. Ask participants to stand in a line, shoulder to shoulder.
2. Whisper a few relatively complicated sentences to the person at one end of the line. For example, you could whisper:
  - An FO is a place where members can market their products together, buy inputs in bulk at a lower price, and attend training together. Being part of an FO can help you to make money and improve your farming business.
3. Ask that person to whisper what they heard to the person next to them. Continue like this, each person whispering what they heard to the next person in the line.
4. When the last person in the line has listened to the sentence, ask them to share aloud what they heard. It is likely that by the time the sentence reached the end of the line, it is very different from how it started, and it may have taken on an entirely different meaning.



5. Share the original sentence that you whispered to the first person in line. Take some time to appreciate how much the sentence changed after being whispered from person to person in the line.

### Option 2:

1. Ask participants to stand in a single line, facing the back of the person in front of them.
2. Explain: You will stand in line quietly and wait. When the person behind you taps you on the shoulder, turn around to face them. Watch what they do and then turn back around and tap the shoulder of the person in front of you. Then show that person what you just saw.
3. Tap the person at the back of the line on the shoulder. When they turn around and face you, do a complicated set of motions as quickly as you can. For example you could:
  - Stamp your feet loudly, pull your right ear with your right hand, flap your arms like a chicken and stick out your tongue to make a crazy face.
4. Ask that person to turn back around, tap the person's shoulder in front of them and do the actions that they saw you do. Continue like this, each person doing the actions they saw for the person in front of them in the line.
5. When the last person in the line has seen the actions, ask them to demonstrate what they saw. It is likely that by the time the set of actions reached the end of the line, it is very different from how it started.
6. Demonstrate the original set of actions that you did for the person at the back of the line. Take some time to appreciate how much the set of actions changed after being demonstrated from person to person in the line.

### Discussion

1. After doing the Broken telephone activity/activities, start a discussion using the following questions. Use the information in the facilitator's notes box to help you guide the discussion.
  - What does this activity tell you about how messages are communicated from person to person?
  - How can we prevent messages from being distorted in the FO?

## Facilitator's notes

### Broken telephone discussion

- What does this activity tell you about how messages are communicated from person to person?
  - The longer the chain of communication, the more likely the message is to get distorted/changed by the time it reaches the last person.
  - Someone might be a very good listener and might pass on the exact information to the next person. Someone else might not be a very good listener and might pass on very different information to the next person.
  - We don't always know where it goes wrong in the chain of communication, but we know that there are many opportunities for the message to get distorted when many messengers are involved.



## Facilitator's notes

### Broken telephone discussion

- How can we prevent messages from being distorted in the FO?
  - We can devise methods of communication so that FO members can hear the information directly from the source.
  - For example, WhatsApp groups, emails, and newsletters are all methods for transmitting information directly from the leadership of the FO to all members at the same time.
  - For example, ordinary members can have a regular chance to communicate directly with the leadership of the FO. This can help ensure that their concerns are heard directly by the leadership, rather than passed from one person to another up the chain of command.

### Activity 2: Communication channels (2 hours)

1. Divide participants into small groups of 3-4. Ensure that each group has at least one person who can read and write.
2. Explain: As a small group, you are going to discuss the current communication channels within the FO. Discuss the questions on page 81-82 of the Participant Handbook. Feel free to draw the communication channels you think the FO has internally on a flipchart paper, if that helps you visualise them better.
3. After 20 minutes of discussion, bring the whole group back together and share their ideas about how communication currently happens in the FO.
4. Explain: Now that you have considered how communication currently happens in your FO, we are going to create a plan for better communication. Turn to page 82 of the Participant Handbook and examine the table. As a group, we are going to think about what needs to be communicated in an FO, who is responsible for communicating each thing and when and how each thing should be communicated.
5. Help participants create a communication plan using the table on page 82 of the Participant Handbook. Help check that they have considered all information that should be shared in the FO, by whom, to whom, when and how.

### Activity 3: Action plan recap (1 hour)

1. Ask participants to look at the action plans they created for their FO. These may be in the tables they filled on page 51 of the Participant Book or on separate papers they created during Module 3, Session 4.
2. Explain: This is the last activity in the first part of our training. As a group, you will continue working on your action plans until we meet again for Part 2 of the training.
3. Ask participants if they feel the action plans they created are still accurate, or if they need some tweaking. If any changes are needed, let the group discuss them now together and agree.
4. Ask participants to agree on how they will communicate about the SMART goals they decided for the FO and the action plans they created to achieve the goals. They should agree on:
  - What needs to be communicated
  - To whom it needs to be communicated





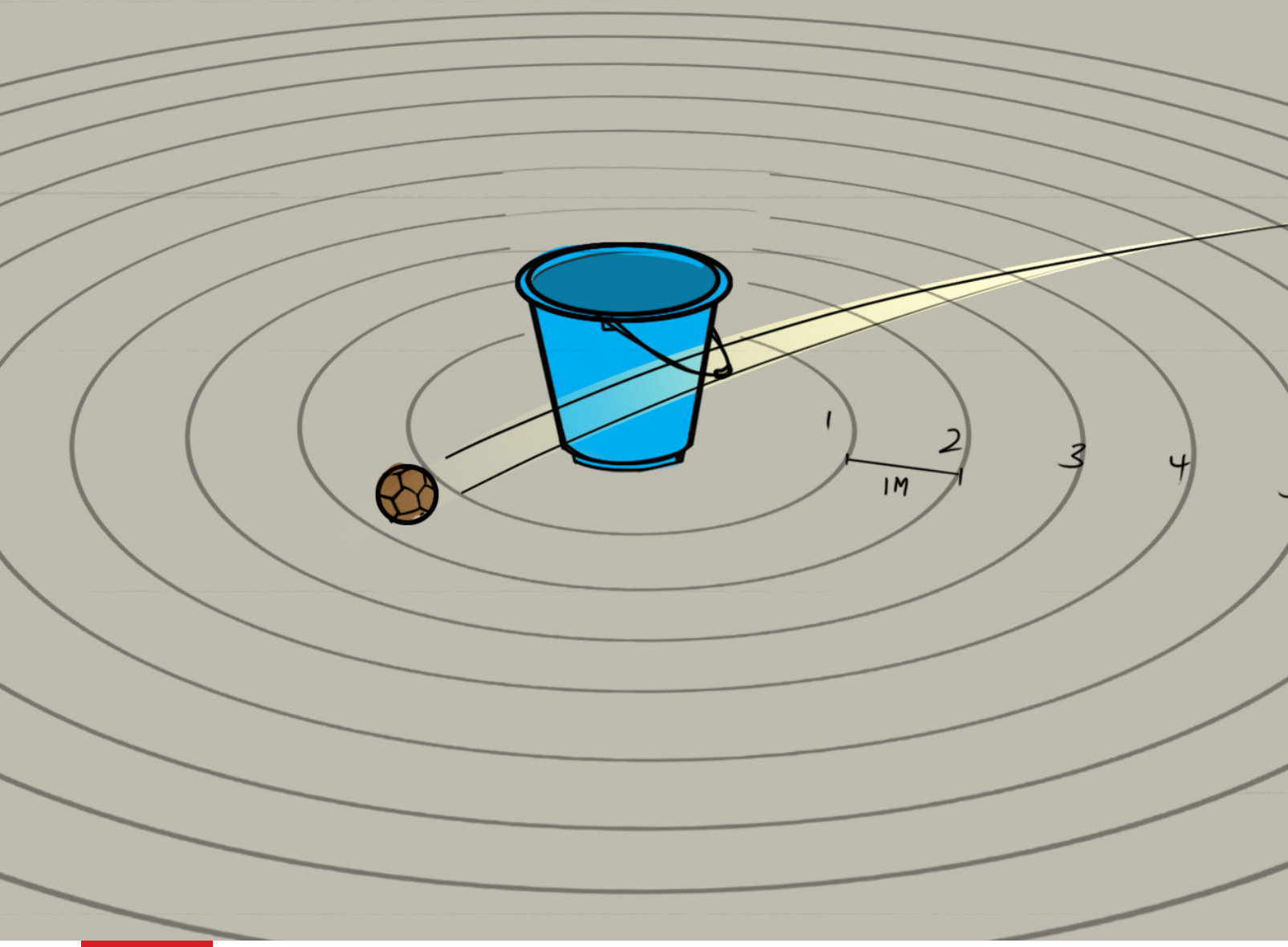
- Who is responsible for communicating it
  - When and how it will be communicated
  - How they will handle any feedback about it from other FO members who were not at this training (how to receive feedback, who is responsible for receiving feedback, how they will consider and implement this feedback, etc.)
5. When participants have discussed how they will communicate their goals and action plan to their FOs, agree with them on what month they will start Part 2 of the training.



## Key messages

- Internal communication in an FO is extremely important. Members need to know what leaders above them in the organisational 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.

# ANNEX







## Annex 1:

# Power walk character roles

*I am a 19-year-old woman who completed Form 3 of secondary school.*

“I have very good numerical and writing skills and I am a fast learner. I have a lot of free time available. I am not a member of Ripe Aye Teko FO and I do not know much about the FO.”

*I am a 40-year-old male farmer married with 4 children.*

“I have been the treasurer of the Ripe Aye Teko FO for 8 years and I have been doing a good job to keep the resources safe. However, I don't have much time anymore to do the job properly.”

*I am a 23-year-old female farmer without own land and not a member of Ripe Aye Teko FO.*

“I have one child and I am very dedicated to working hard for a better future for my child. I want to still learn a lot in my life. I taught myself how to read and write.”

*I am a 60-year-old female farmer, Secretary of the FO for 7 years.*

“I have been growing maize for more than 40 years, and soya for more than 15 years.”

*I am a 34-year-old male with driving license, widowed with 2 children.*

“I drive pick-ups and I am working very hard to provide for the family. I produce maize on a very low scale. I am an inactive member of Ripe Aye Teko FO.”

*I am a 36-year-old male farmer.*

“In addition to being a farmer, I also own a small shop which sells groceries. I have good commercial relationships with the nearby trading centre and also with people in Kampala. I am a member of Ripe Aye Teko FO, but I don't participate in meetings very often because I don't think they are well organised.”

*I am a 30-year-old female farmer, unmarried, with 2 children and a member of Ripe Aye Teko FO.*

“I am a member of the cooperative. I am very creative, but I cannot read and write and that embarrasses me.”

*I am a 66-year-old former public official.*

“I produce soya and tobacco on 10 hectares of land I and want to expand my production. I don't feel that I am welcome in Ripe Aye Teko FO. Also, I don't see how it would benefit me.”

*I am a 17-year-old boy, not in school, who lives with his parents.*

“I do not have access to land, but I am very keen to make something out of my life. I am very creative and I have a lot of time.”

*I am a 25-year-old woman living in the trading centre with my husband.*

“I grew up in this village and my parents are members of the FO. I have a smart phone and I know how to use it for finding out information, using Airtel money, and contacting people”.



I am a 22-year-old man who has a disability.

“I can read and write and speak fluent English. My family members are farmers, and I help with winnowing/sorting at harvest. My sister is a member of the Ripe Aye Teko FO. I am not a member of Ripe Aye Teko FO because I went to one meeting and people were not very welcoming of me because of my disability.”

I am a 42-year-old woman who has a chronic illness, member of Ripe Aye Teko.

“I am a single mother of 2 children. I take medicine and I am keeping healthy. I am strong and a hard-working farmer. I know how to find out about market prices.”

I am a 28-year-old female farmer.

“I am farming on my husband’s land, and he is a member of Ripe Aye Teko FO, but he doesn’t like me to be out of home late into the evening, so I am not a member, and I don’t participate in meetings. I would like to know which crop to plant next year, how to increase productivity and where to get good inputs. I am very diligent and like to make sure that things are properly done.”

I am a 17-year-old male member of the community.

“I am not a member of Ripe Aye Teko but I would like to acquire land to grow maize, soya and groundnut or find other ways to increase my income. I know how to use a smart phone”.

I am a 45-year-old man.

“I am the spokesperson of the family during family events. I enjoy speaking in front of people and usually have a strong opinion. People enjoy the jokes that I am making. I am a member of Ripe Aye Teko FO.”

I am a 55-year-old woman.

“In my community, families come to me for counselling because they trust that I can mediate and advise. I am a member of Ripe Aye Teko FO.”

I am a 48-year man, and a local chief.

“I have been the chairperson of the Ripe Aye Teko FO for 12 years. I am the one who originally founded the cooperative. I am respected by everyone as the founder of the cooperative. I am also a leader at church. I am a very busy man.”

I am a 45-year-old woman.

“If I want something, I work so hard and stick to my plan until I achieve it. I am taking care of three grandchildren. I have a lot of experience with organisations of weddings and making sure everybody plays his/her role towards a common goal. I am a member of the FO, but I do not have a specific responsibility.”

I am a 43-year-old man.

“I am a primary school teacher teaching agriculture and mathematics. I don’t have land and I am not a member of the FO. I like it when things are done properly, I have an eye for the detail, and I have a concern for social development.”

I am a 42-year-old man, not a member of Ripe Aye Teko.

“I like working with machinery and I fix them easily when they break down.”





*I am a 25-year-old man, member of the community, not a member of the cooperative.*

“I use internet to market my products and find suppliers of raw materials. I can mediate between people when there are conflicts because I am calm and patient.”

*I am a 38-year-old man with 5.5 hectares of land, inactive member of the FO.*

“I sign contracts with large scale buyers before I go into production of any crop. That way, I know in advance the availability of a market for whatever I’m producing.”

*I am a 34-year-old female member of the Ripe Aye Teko FO.*

“I would like to make some suggestions what we could improve in Ripe Aye Teko, but I feel like it is not so easy to bring in new ideas because members tend to ignore me when I give suggestions.”

*I am a 42-year-old male member of the Ripe Aye Teko FO.*

“I would like to make some suggestions for what we could improve in Ripe Aye Teko, but I feel like it is not so easy to bring in new ideas because people have not listened to me in the past.”





## Annex 2:

# Bad leader role play scenarios

### Scenario 1

*Situation to Role Play:* The FO's Chairperson was in power for 2 years, but he/she was recently voted out and replaced by a new Chairperson. However, the former Chairperson continues to meddle in the decision-making process of the new board. They act like they are still in charge around other ordinary members.

### Scenario 2

*Situation to Role Play:* The FO's Board was recently replaced. The new Board is not sure exactly how to do their roles, but they are very proud and do not want to seek advice from the former Board. As a result, they make several mistakes which could have been avoided.

### Scenario 3

*Situation to Role Play:* The FO's Treasurer and Chairperson are good friends with the Marketing Committee Chairperson. The Marketing Committee Chairperson needs a big loan, but he/she does not want other members to find out about it. The Treasurer and Chairperson agree to give out this loan without telling anyone or recording it in the FO's records.

### Scenario 4

*Situation to Role Play:* The leadership of the FO do not set a good example for other members. They come late to meetings, and some do not come at all. They tell others to buy FO shares and pay membership fees, but do not do that themselves.

### Scenario 5

*Situation to Role Play:* The Marketing Committee Chairperson claims a reimbursement for money he/she has supposedly used to look for new markets. However, he/she does not submit supporting documents to show how the funds were used to benefit the FO. He/she is rude and proud until the Treasurer finally gives in and reimburses them for their supposed expenses.

### Scenario 6

*Situation to Role Play:* The FO Chairperson wants to be liked by all FO leaders and members. When a situation is brought to his/her attention that the Production Committee chairperson has been side selling, instead of removing him/her from office, the Chairperson does nothing. The Chairperson is afraid of upsetting the Production Committee chairperson and his/her supporters.



## Annex 3:

# Roles for different FO positions

#	Roles of the Annual General Meeting
1	It has supreme power or authority of the FO.
2	It approves the constitution and resolutions passed at the FO's AGM.
3	It elects the Board.
4	It approves bylaws, vision, mission, strategic objectives and policies.
5	It can fire the Board.
6	It approves the appointment of auditors and their pay.
7	It approves the financial statements, annual budget and work plan.
8	It protects the rights of members by holding the board accountable for the stewardship of the resources of the FO.

#	Roles of the Board
1	It provides guidance and offers strategic direction to the FO.
2	It preserves the constitution of the FO and it ensures that the constitution is always adhered to.
3	It calls and holds Annual General Meetings following the FO's constitution.
4	It safeguards the assets of the FO.
5	It approves the purchase and disposal of assets.
6	It recruits and changes the management team.
7	It approves annual budgets.
8	It ensures that the FO maintains accurate financial data and reports.



9	It approves administrative and operational policies including financial policies.
10	It ensures that resolutions passed during the AGM are followed up and properly implemented.
11	It approves loans and mobilises resources for the FO.
12	It is responsible for writing off debts.
13	It approves all significant capital expenditures.
14	It hires or appoints external financial auditors.
15	It reviews the FO's annual work plan, budget and the business plan.

Name of the sub-Committee	Roles of the sub committee of the Board
<b>Audit committee</b>	<ol style="list-style-type: none"> <li>1. It ensures that financial resources of the FO are used for the benefit of the FO. This is done by ensuring that internal control systems are working effectively.</li> <li>2. It prepares and present an audit report to the entire board on how financial resources of the FO have been used.</li> <li>3. It ensures that financial risks of the FO are managed properly.</li> </ol>
<b>Marketing committee</b>	<ol style="list-style-type: none"> <li>1. It is responsible for conducting market research to identify better markets.</li> <li>2. It is responsible for establishing and maintaining good customer relationships.</li> <li>3. It negotiates the price of commodities on behalf of members of the FO.</li> <li>4. It is responsible for marketing the FO's goods.</li> <li>5. It monitors market trends and customer needs that informs the development or improvement of existing products or services.</li> </ol>

Name of the sub-committee	Roles of the sub committee of the Board
<p><b>Procurement committee</b></p>	<ol style="list-style-type: none"> <li>1. It is responsible for sourcing quotations from suppliers and ensuring that goods and services are procured from suppliers that offer the best price for the same quality and quantity of goods or services.</li> <li>2. It provides information about costs for budget formulation.</li> <li>3. It manages the relationship with FO's suppliers.</li> <li>4. It ensures that raw materials are available for production to avoid idle time.</li> </ol>
<p><b>Disciplinary committee</b></p>	<ol style="list-style-type: none"> <li>1. It comes up with disciplinary procedures for the FO.</li> <li>2. It ensures that the code of conduct in the FO is adhered to.</li> <li>3. It conducts disciplinary hearings to ensure that members or staff are given a chance to be heard.</li> <li>4. It takes punitive measures to deter misconduct.</li> </ol>
<p><b>Production Committee</b></p>	<ol style="list-style-type: none"> <li>1. It estimates input requirement of members.</li> <li>2. It conducts production estimates.</li> <li>3. It offers training or extension to members.</li> <li>4. It ensures that inputs are distributed to members according to their needs.</li> </ol>



#	Roles of the chairperson
1	As the vision holder of the FO, the chairperson provides guidance and strategic direction to the FO and ensures that the goals of the FO are achieved.
2	Prudent management of the FO's financial resources by approving payments and ensuring that reliable financial information is kept, and reports prepared on a timely basis.
3	Ensures that there is effective communication in the FO to achieve the intended goals of the FO.
4	Chairs meetings of the executive committee of the FO and ensures that appropriate actions are taken on agreed upon action points.
5	Responsible for ensuring that there is teamwork and that conflicts are resolved in a timely manner.
6	Ensures that all committees work effectively by supervising their work and providing them with resources and powers to execute their tasks.
7	Is responsible for stakeholder relationship management including contract negotiations.
8	Ensures that effective meetings are held regularly.
9	Ensures that risks are identified and managed.

#	Roles of the treasurer
1	Prepares a budget for the FO.
2	Collects and deposits funds into the FO's bank account.
3	Keeps records of all financial transactions for the FO.
4	Produces and presents financial reports on a monthly basis.
5	Safeguards financial resources of the FO by ensuring that internal controls over finance operate effectively at all the times.
6	Leads the mobilisation of financial resources for the FO e.g. through shares and registration fees.

#	Roles of the secretary
1	Ensures that meetings are held effectively by arranging meetings in advance and taking good minutes during meetings.
2	Ensures that there is effective communication within the FO of all relevant issues affecting the FO.
3	Keeps the important records of the FO such as contracts, constitution, and minutes of the important meetings.
4	Ensures that there is compliance with the FO's constitution and other relevant laws.
5	Ensures that annual returns are filed with the registrar of FOs.
6	Organises board meetings and ensures that the minutes, agenda are circulated in time.

#	Roles of members
1	Is responsible for the daily operations of the FO business.
2	Holds management team and leaders accountable.
3	Directs the board of directors during the AGM.
4	Contributes resources for the betterment of the FO e.g. payment of membership fees and purchase of shares.
5	Makes contributions and presentations about the FO's performance at the Annual General Assembly.





#	Roles of the management or secretariat
1	Is responsible for the daily operations of the FO business including implementation of the Business Plans.
2	Prepares budgets and financial reports.
3	Is responsible for prudent management of FO's financial resources.
4	Is responsible for recruitment and capacity building of FO's staff.
5	Markets FO's goods and services.
6	Maintains a strong brand name of the FO.
7	Resolves conflicts amongst the management team.







## Trainer's Guide

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