

# Motivate and co-ordinate members of an organisation



Level 2

Facilitator Guide



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## Level 2

### - Facilitator Guide -

#### **The development practice project**

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## SOME NOTES ON FACILITATION SKILLS

### What is facilitation?

Facilitation is the process of making learning easy. This is done through the use of various approaches such as small group discussions, debates, question and answer sessions, personal reflection and sharing, experiential activities and practical exercises. You allow participants to discover solutions for themselves and encourage them to internalise lessons learnt, rather than lecture on topics.

### Your role as the facilitator is to:

- Give direction to the group
- Create a comfortable and friendly environment for the group
- Observe what goes on in a group
- Identify the main needs of the group
- Learn ways to address these needs
- Adjust to the level of the group – in language, content, presentation, and pace.
- Apply and practice these skills in many different situations



## Key principles of facilitation

**Confidentiality:** What is shared in the group remains in the group. Personal and sensitive information will not be told to others. However as evaluations of the course need to be done, and lessons learnt from each course, obviously you will need to discuss some of the content with your colleagues.

**Respect:** We should respect each other's opinions and experiences, even if they are different from our own or we do not agree with them –this includes the facilitator, who needs to display respect for every learner's opinion and contribution, and to make sure that s/he provides opportunity for all to participate.

**Non-Judgmental:** It is fine to disagree with another person's point of view but not to judge or put down another person because they do not feel the same as you do. This is particularly important because as a facilitator you have a lot of power in the group (people look up to you) and so you need to make sure that you do not appear to judge or dislike someone.

**Use I-statements:** Using I-statements ensures that the view you are expressing comes from you. It also shows confidence and assertiveness. It clarifies that you are speaking for yourself and not for the group.



**Integrity:** Walk your talk! Be a role model for the group. For example, the ground rules apply to the facilitator the same as for the participants – if it says cell phone silent, do not answer calls in the workshop!

## Do's and don'ts of facilitation

Do's	Don'ts
Plan and prepare for sessions in advance	Create a long dialogue with one participant
Show interest when listening	Criticise on a personal basis
Use simple language	Dominate the group
Act responsibly	Be biased
Be patient	Be insensitive
Allow participants to discover	Allow domination
Encourage active interaction	Go beyond time allocated
Ask for suggestions from the group in answering questions	Exaggerate enthusiasm about delivering session – be false.

## Critical skills of a facilitator

**Listening:** You pay attention to what is being said, show interest by nodding your head and maintaining eye contact. Allow the speaker to finish without interrupting (unless they are dominating the group and haven't allowed others to speak).

**Paraphrasing:** You repeat what the person said using your own words (i.e. interpret or reword). This is to ensure you understand and are not making assumptions.

**Summarising:** You sum up by going over the main points. You help participants to gain a better understanding of the subject.

**Creativity:** You must always have a plan B. Be imaginative and stimulated. Make your sessions fun yet educational by ensuring that the group does not miss the learning points. You know when and how to use ice-breakers, energisers and humour (without being offensive). Identify different ways of achieving the objectives without compromising the quality of the session.

**Awareness:** You pay attention to what is not being said in the group, their unspoken needs and watch out for group dynamics that need attention. You are able to “read” the energy and level of the group and adjust your programme accordingly.



## Qualities of a facilitator

Good	Bad
Punctual and organised	Disorganised
Presentable	Messy, no care taken in presentation
Confident	Low self-esteem
Assertive	Passive
Friendly	Rude or impolite
Knowledgeable	Uninformed
Approachable	Intimidating
Creative and flexible	Rigid and unaccommodating

## The difference between facilitation and presentation

Facilitation	Presentation
Interactive process	One way process
Use of different methods of approach	More formal
Participants discover for themselves	Audience receive the message
Facilitator works with participants as a team	Presenter delivers the message
Use different ways of facilitating (e.g. role plays, debates, small groups etc)	Use one way of presenting – normal “lecture” style

## Tips for being a good facilitator

- Remember that you are a role model. Do your best to practise the behaviour you are talking about
- Keep studying and researching, learn about the issues, develop leadership skills
- Share information, be open to new experiences – there is always something to learn
- Ensure that you give accurate and updated information
- Understand your target audience
- Use target/age appropriate activities
- Always strive to keep to time
- Use ice-breakers and energisers that add value to sessions (and where possible, link to the content presented)
- Keep your mind open and flexible
- Have fun, love and enjoy what you are doing



## OVERVIEW

These notes are to support the training and facilitation of the competency standard: **Motivate and coordinate members of an organisation – Level 2.**

One of the most important aspects of any organisation is its people. The way in which we motivate staff and volunteers to work together is important to ensure that the organisation runs well. There are different ways to motivate people. This can be done by making them feel welcome, including them in the decision-making and planning processes of the organisation. Each member of the organisation and often the beneficiaries and community members have insights into the learnings and future direction of the organisation. It is therefore in the organisation's best interest to plan and make decisions in a participatory way that includes as many of those affected as possible and gets everyone's viewpoint.

It is also very important that the work of all the members of the team is well coordinated so that everyone knows what is expected of them. This will help to avoid conflict and encourage people to work together.

This course is for those who want to learn how to motivate their staff and volunteers and to coordinate the activities of their organisation more effectively.

The learner guide, accompanies the facilitated programme of activities, and should be followed up by practical 'on-the-job' experience and practice (supported by a mentor if possible).



Below follows the Specific Outcomes and Assessment Criteria that the course is based on. This means that at the end of the learning period, participants should be able to practice all the points listed below. Remember to remind participants to keep and file proof of their work. At the end of each section in the workbook, there is a symbol for checking understanding – you can use these questions to check the understanding of the participants.





## SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific outcomes	Assessment criteria
<i>Competence in this standard means that the learner has clearly shown that s/he is able to...</i>	<i>Tasks and activities completed by the learner contain the following evidence of competence...</i>
SO 1: Facilitate a meeting to take decisions	<p>A group of people are gathered to discuss an issue or tasks.</p> <p>AC1: Facilitate agreement on objectives and activities</p> <p>AC2: All voices are heard, listened to and responded to respectfully.</p> <p>AC3: Encourages participation from all</p>
SO2: Co-ordinate group activities	<p>AC1: Roles and responsibilities are clearly defined and recorded</p> <p>AC2: Tasks are allocated and agreed to</p> <p>AC3: Group planning and reflection meetings are conducted and decisions recorded</p> <p>AC4: Opportunities for stakeholders to speak openly and influence decisions are created</p>
SO3: Build healthy group dynamics	<p>AC1: Potential tensions or conflicts are identified</p> <p>AC2: Acts to reduce tension and resolve conflict are described</p> <p>AC3: Encourage participation and respectful interaction</p>

**Note:** Tasks may be presented for an actual or hypothetical organisation but must be learner’s original work and not copied from existing documents. Learners should be able to explain and justify their statements.



# MOTIVATE AND COORDINATE MEMBERS OF AN ORGANISATION – LEVEL 2 COURSE PLAN

## Workshop – Day 1

Time	Topic	Activity/Method	Aids/Materials	SO	AC
09h00	Welcome	<p>Introduction and expectations – spend time allowing the participants to get to know each other and do a fun activity to discuss expectations for this course. Make sure you get to hear each person’s voice in this first activity as it sets the tone for participation!</p> <p>Ask participants what they think one of the most important things in an organisation is.</p> <p>Get some feedback from them and then introduce the course. Explain that the way in which we motivate staff and volunteers to work together is important to ensure that the organisation runs well. There are different ways to</p>			



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		<p>motivate people and in this course the focus will be on:</p> <ul style="list-style-type: none"> <li>• Facilitating meetings and taking decisions together;</li> <li>• How to co-ordinate group activities;</li> <li>• How to build healthy group dynamics.</li> </ul>			
09h45	<b>Making decisions together</b>	<p>Ask the group to think of a time in their organisation when they wanted to start a new project or activity. Use one of the examples that the group gives for the following exercise.</p> <p>Explain to the group that as in the example, when you are starting a new project in your organisation there can be lots of different opinions from the staff and volunteers. As the leader of the organisation, it can be challenging to ask for the opinions on this new project from everyone, especially if you want everyone to agree with you.</p>	<p>Newsprint Koki's</p> <p>Flipchart or PowerPoint slide with: <b>Ideas in which you can facilitate decision making in a group</b></p>	SO 1	<p>Facilitate agreement on objectives and activities</p> <p>Encourages participation from all</p>



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		<p>Ask them to discuss in smaller groups the ways that they think they can use to get input from everyone in the organisation about the new project and take a decision about how to implement this.</p> <p>Let them write their ideas on newsprint and present it for the bigger group.</p> <p>Discuss the different inputs from the group and then add the following to summarise:  <b>Ideas in which you can facilitate decision making in a group:</b> <ul style="list-style-type: none"> <li>• call a meeting</li> <li>• discuss the new idea</li> <li>• ask for information or participation from everyone</li> <li>• take a decision</li> </ul> </p>			
<b>10h30</b>		<b>Tea</b>			
11h00	<b>Making decisions together</b>	Apart from having meetings to get people’s input about a new project, there are other times	Newsprint Koki’s	SO 1	Facilitate agreement on objectives and



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		<p>when you want everyone in the organisation to gather to discuss an issue or task.</p> <p>Ask the groups to discuss the following in their smaller groups:</p> <ol style="list-style-type: none"> <li>1) When do you have meetings in your organisation?</li> <li>2) What is the purpose of the meetings?</li> <li>3) Do you make decisions together in the meeting?</li> <li>4) How do you feel about group decision making?</li> <li>5) What are some of the difficulties in making decisions together?</li> </ol> <p>Let the groups give feedback on this and discuss the points that they have raised.</p> <p>Explain to the group that it is not always easy for groups to make decisions together. Not everyone should always be involved in making all decisions either.</p>	<p>Flipchart or PowerPoint slide:  <b>Difficulties in making decisions</b>                  (Learner manual)</p>		<p>activities</p> <p>Encourages participation from all</p>



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		Summarise the difficulties in making decisions in a group. Allow for more discussion if needed.			
12h00	<b>Making decisions together</b>	<p>A good way to practice the things that you have just learnt is to do a role play. This can help you look at what to do in a specific situation and other group members can give input as to how one can handle specific situations better.</p> <p>Divide into smaller group and set the scene for a meeting in an organisation.</p> <p>Choose one person to lead the meeting and practice how you would facilitate a meeting so that everyone is encouraged to participate and all voices are heard.</p> <p>After the role play, allow for some discussion about how the meetings were facilitated and what one can do differently to ensure all voices</p>		SO1	<p>Facilitate agreement on objectives and activities</p> <p>All voices are heard, listened to and responded to respectfully</p> <p>Encourages participation from all</p>



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		are heard and agreement is reached on decisions.			
<b>13h00</b>		<b>Lunch</b>			
14h00	<b>Encouraging everyone to participate</b>	<p>In order to ensure that decisions are made in a participatory way, it is important that we encourage everyone to take part in meetings. It is also very important to remember that during planning and decision-making, one should also consult with those outside the organisation – other stakeholders.</p> <p>Ask the group to name some of the stakeholders that they would include in their decision making process. Write them down on the newsprint. The role of the leader/facilitator/manager in these meetings is important as this person needs to encourage and facilitate a participatory approach.</p> <p>Create a scenario for the group where they are at a meeting of the organisation, with their</p>	<p>Newsprint Koki's</p> <p>Flipchart or PowerPoint slide: <b>Elements that help a participatory approach</b> (Learner manual)</p> <p>Flipchart or PowerPoint slide: <b>Hints for good questions</b> (Learner manual)</p>	<p>SO 1</p> <p>SO2</p>	<p>All voices are heard, listened to and responded to respectfully</p> <p>Encourages participation from all</p> <p>Opportunities for stakeholders to speak openly and influence decisions are created</p>





Time	Topic	Activity/Method	Aids/Materials	SO	AC
		<p>stakeholders and they need to facilitate participation from everyone in order to reach a decision.</p> <p>Ask the group to discuss the following:</p> <ol style="list-style-type: none"> <li>1) Elements that can ensure a more participatory approach in this meeting;</li> <li>2) How the facilitator can increase each participant's contribution?</li> </ol> <p>Let the groups give feedback and allow for discussion when necessary.</p>			
<b>15h00</b>		<b>Tea</b>			
15h15		<p>Continue with previous session by summarising the input from the groups and share the <b>Elements that help a participatory approach.</b></p> <p>Give the participants the homework assignment in the Learner manual to complete.</p>		SO 1	<p>Facilitate agreement on objectives and activities</p> <p>All voices are heard, listened to and responded to respectfully</p>



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		Remind them that this will form part of their portfolio of evidence.			Encourages participation from all
16h00	<b>Closure for the day</b>	<p><b>Final thoughts:</b> Share any final thoughts with the group.</p> <p><b>Brief evaluation:</b> Ask the group for feedback about what they experienced and learnt during the day – what did they like, not like; or would like to change for tomorrow.</p> <p>Ask participants to bring examples of job descriptions that they might have in their organisation for the session on Day 2.</p>	Post-its Koki's Newsprint		



## Workshop – Day 2

Time	Topic	Activity/Method	Aids/Materials	SO	AC
09h00	<b>Recapping of Day 1</b>	Thoughts and ideas from the previous day			
09h15	<b>Coordinating the activities of your group</b>	<p>When you are planning together and taking joint decisions it is important that everyone in the organisation is clear about what their roles and responsibilities are. This will help to clarify what everyone in the group does. All the roles very important for success to be achieved. Start by looking at the leader or manager’s role.</p> <p>Ask the group what they think good leadership is and what the qualities of a good leader are. Let them brainstorm these ideas and write it down on newsprint for feedback to the bigger group. Let each group feedback, discuss and add any information that may be needed.</p>	<p>Newsprint                      Koki’s                      Learner manual</p>	SO2	Roles and responsibilities are clearly defined and recorded



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		<p>Explain to the group that often the leader has more than one role to play in the organisation. Let them look at themselves and their role in their organisation, as a leader or team member.</p> <p>Discuss the challenges and opportunities that these roles bring.</p>			
<b>10h30</b>		<b>Tea</b>			
11h00	<b>Coordinating the activities of your group</b>	<p>Link to the previous session and the different roles that they have identified for themselves, explain that it is therefore necessary that a leader might need to pass on certain tasks to other members of the team. This is called <b>delegation</b>.</p> <p>Ask the group how they think one can share responsibilities and tasks, or pass them on to other members of the team. Have a group discussion about this.</p> <p>Summarise the information by</p>	<p>Flipchart or PowerPoint slide: <b>Definition of delegation</b> <b>Guidelines for delegating</b> (Learner manual)</p>	S02	<p>Roles and responsibilities are clearly defined and recorded</p> <p>Tasks are allocated and agreed to</p>



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		<p>using the <b>Guidelines for delegating</b>.</p> <p>Allow participants to ask any questions and ensure that they all demonstrate an understanding.</p>			
12h00	<b>My role as a leader</b>	<p>Let participants look at the individual activity in the Learner manual. They can complete this activity at home. Remind them that it will form part of their portfolio of evidence.</p>			
12h15	<b>Job descriptions</b>	<p>Just like the manager, each member of the group or team also needs to know what their roles and responsibilities are. These roles and responsibilities can be outlined in a job description or a task list.</p> <p>Ask the group if there are job descriptions for the different people in their organisations. Explain to the group the value of job descriptions for coordinating the work of everyone.</p>	Examples of Job description	SO 2	<p>Roles and responsibilities are clearly defined and recorded</p> <p>Tasks are allocated and agreed to</p>



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		<p>Ask those of them that have brought examples of job description to share them with the group. If no one has any, use the ones that you have brought for example</p> <ul style="list-style-type: none"> <li>• Office administrator</li> <li>• Volunteer coordinator</li> <li>• Home based carer</li> <li>• Youth worker</li> </ul>			
<b>13h00</b>		<b>Lunch</b>			
14h00		<p>Now that participants have had an opportunity to look at different job descriptions or task lists, let them develop some for their own organisation based on the people that they have in the organisation.</p> <p>Make a list of the most common jobs in the organisations and then divide the big group into smaller groups so that each group can develop one of the job descriptions or task lists.</p> <p>Let them use the job description in the Learner manual to help</p>	<p>Template for job description Paper Pens</p>	SO 2	<p>Roles and responsibilities are clearly defined and recorded</p> <p>Tasks are allocated and agreed to</p>



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		them.			
<b>15h15</b>		<b>Tea</b>			
15h30		Continue with job descriptions			
16h00	<b>Closure for the day</b>	<p><b>Final thoughts:</b> Share any final thoughts with the group.</p> <p><b>Brief evaluation:</b> Ask the group for feedback about what they experienced and learnt during the day – what did they like, not like; or would like to change for tomorrow.</p>			



## Workshop – Day 3

Time	Topic	Activity/Method	Aids/Materials	SO	AC
09h00	<b>Recapping of Day 2</b>	Thoughts and ideas from the previous day			
09h15	<b>Planning together and reflecting on our decisions</b>	<p>When everyone knows what they are responsible for in the organisation it makes planning easier. Often organisations respond to the needs of their communities and don't always think about ways to improve their work.</p> <p>Planning is important to the successful running of programmes in any organisation. When planning you should remember the lessons of the past and the picture of success the programme wants to reach.</p> <p>If we are going to plan in a group then it helps if the following is in place:</p> <ul style="list-style-type: none"> <li>• Clear goals</li> <li>• Clear understanding of who is responsible for the final decision making</li> </ul>	<p>Newsprint</p> <p>Koki's</p> <p>Pens</p> <p>A5 paper of different colours</p>	SO2	Group planning and reflection meetings are conducted and decisions recorded





Time	Topic	Activity/Method	Aids/Materials	SO	AC
		<ul style="list-style-type: none"> <li>• Ways of stimulating and sharing ideas</li> <li>• Effective leadership and structures to deal with the size of the group</li> <li>• Commitment of the leader to genuine group involvement</li> <li>• Agreement before hand of what procedures will be most useful.</li> </ul> <p>It is therefore the task of the facilitator to ensure that these are in place.</p> <p>Do the planning exercise in the Facilitators guide. This exercise will help the group to understand what planning is and how to reflect on the decisions that are taken.</p>			
<b>10h45</b>		<b>Tea</b>			
11h15	<b>Planning together and reflecting on our decisions</b>	Complete the activity above.	Learner manual	SO2	Group planning and reflection meetings are conducted and decisions



Time	Topic	Activity/Method	Aids/Materials	SO	AC
					recorded
12h00		In your organisation you may need to plan for different activities or events. Brainstorm some of the different types of planning that you need to do in an organisation.		SO2	Group planning and reflection meetings are conducted and decisions recorded
<b>13h00</b>		<b>Lunch</b>			
14h00	<b>Building healthy relationships in your group</b>	Whenever we work in a team there is the potential that people may not always get along. Tension between different people in a group can lead to conflict. This can make it difficult for everyone to work together effectively. Brainstorm in your group what the potential tensions or conflicts are that may arise in a group and ways in which you can handle these conflict situations. Allow feedback and discussion.		SO3	Potential tensions or conflicts are identified  Encourage participation and respectful interaction  Acts to reduce tension and resolve conflict are described
<b>15h00</b>		<b>Tea</b>			
15h15	<b>Building healthy relationships in your group</b>	Use one of these situations as a role play. Give different people roles to play and act out the scene.	Learner manual		Potential tensions or conflicts are identified  Acts to reduce



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		After the role play you can look at the good ways in which conflict was handled and maybe some of the wrong ways. Make suggestions about how you can improve the wrong ways.			tension and resolve conflict are described  Encourage participation and respectful interaction
16h30	<b>Closure</b>	<p><b>Final thoughts and closure:</b> Bring the session to a close with a reminder of how much knowledge and experience we already have to share among ourselves. This is also the last session of the workshop and so this is a time for each participant to discuss how they felt about the workshop and what they learnt during the course.</p> <p>Ask each participant to identify one thing that they will share with someone else.</p> <p>Finish off by thanking everyone once more for coming to this session.</p> <p>As this is the last session the facilitator should ask participants</p>			



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		to fill in the feedback sheets and to hand them into you at the end of the session. Explain the importance of feedback - that it will help to improve the way you facilitate as well as the content of future workshops			



## **ADDITIONAL INFORMATION**

### **Planning together**

Ask the participants to listen carefully to the story below.

Andile, Bongani and Celiwe are part of the health committee for Vuyani Clinic. One day they went to visit the clinic and were walking through the clinic with the head of the clinic, Sr Vuyiswa. As they walked, they saw some rubbish lying around on the floor and they started to talk about the mess. They also saw that one of the windows in the clinic was broken. Outside the clinic they saw people selling food and a lot of rubbish that was dumped next to where they were selling the food. They also talked about the fact that the environment around the clinic seemed unhealthy and dirty.

“We have a real problem with rubbish in our clinic and our community,” said Sr Vuyiswa, “it looks awful and people do not seem to care about it or even to notice it”.

The group went on to discuss what should be done about it. Andile said “The municipality should do something about this.” Bongani suggested that “Maybe it will wash away in the rain”. Celiwe added that she hoped that people would realise that they mustn’t drop their rubbish and rather put it into the rubbish bins.

They carried on discussing the problem and realised as the health committee it was part of their role to coordinate activities around the clinic and make sure the clinic functioned well so that it could provide better services to the community. If they wanted the problem to go away then they needed to do something about it as a committee.

“But what are we going to do?” asked Sr Vuyiswa.

“First we need to decide exactly what we want to achieve” said Celiwe.

“We want a clean, healthy and rubbish free community, don’t we?”

“Yes we do” agreed Andile.

“That would be wonderful, but it is a big goal and we need to be more specific if we want to achieve it! Let’s look at the clinic first and start there.”

“ Good idea, but we need to put a date on it, otherwise we will never do it – lets say **We want a clean, healthy and rubbish free clinic by the end of 2009.**”

Now the group needed to decide what practical steps (activities) they needed to take to make the clinic free of all rubbish by the end of 2009. Some of the activities that they planned were:

- Arrange a meeting with the local municipality to find out what their role was in cleaning up the rubbish
- Organising an awareness campaign with the local primary schools to make posters about keeping the community clean and healthy.
- Putting up the posters in the clinic to raise awareness amongst the patients that use the clinic
- To get the rest of the health committee and other volunteers to help with a “Clean-up day” at the clinic
- To meet with the cleaners in the clinic to motivate them to do their work in the clinic more effectively
- Get more rubbish bins from the municipality to put outside the clinic so that the people selling food could throw away all their rubbish.

- Plan to have an inspection once a month to make sure that the clinic stayed clean

At the end of the year the committee all got together at the clinic again and walked around to see if they achieved their goal. They were very happy to see that the rubbish was now being put into the rubbish bins that were provided. The colourful posters that the school children had made also brightened up the clinic. By working together and planning together they could solve a problem as a group they managed to achieve their goal!

1) Ask the group to brain storm the following questions:

- What is the key problem?
- What is the specific goal?
- Why is it important that they have a deadline for their goal?
- What practical steps can they implement to solve their problem?

2) Let the group do the planning around this problem and give feedback to the bigger group.

3) Summarise the steps in planning as a group, through the following questions?

- What are the problems? What are the needs?
- What do we want to achieve? What do we want the result to be?

- What are the possible ways of achieving this (brainstorm ideas)
- What are the advantages and disadvantages of each idea (positives and negatives)? How much time and effort will be needed for each idea?
- Which ideas do we accept?
- Who will do what, when, where and how?
- At what point do we evaluate? How will we evaluate?



## Course evaluation form

Date: \_\_\_\_\_

Facilitator/s: \_\_\_\_\_

**What did you like about the course?**

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**What part of the content was most useful to you?**

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**What was not useful to you?**

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**What did you not like or would change about the course?**

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**Please rate the following (circle or underline your choice):**

<b><i>Facilitation</i></b>	Excellent	Good	Not Good
<b><i>Pace</i></b>	Perfect	Too fast	Too slow
<b><i>Content</i></b>	Appropriate	Not appropriate	

**Do you have any other comments or feedback for the facilitator/s?**

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**What support would you like in implementing the learnings from this course?**

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The learning materials for Development Practice and Management were specifically designed to complement and give substance to the competence standards drafted with the assistance of community based development practitioners in South Africa. It is envisaged that practitioners, capacity builders, grant-makers and others will use these standards and learning materials, improve them and in turn share their learning with others via [www.developmentpractice.org.za](http://www.developmentpractice.org.za).

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