

■ STAFF MANAGEMENT

material for management training in agricultural co-operatives

TRAINER'S MANUAL

international labour office, geneva

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by Malcolm Harper



MATCOM
Material and techniques for cooperatives management
training

The MATCOM Project was launched in 1978 by the International Labour Office, with the financial support of Sweden. In its third phase (1984-1986) MATCOM is financed by Denmark, Finland and Norway.

In collaboration with cooperative organizations and training institutes in all regions of the world, MATCOM designs and produces material for the training of managers of cooperatives and assists in the preparation of adapted versions for use in various countries. MATCOM also provides support for improving the methodology of cooperative training and for the training of trainers.

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Preface

This training package is one of a number of training packages designed by the ILO-MATCOM Project to assist people who plan or carry out training for the managerial staff of agricultural co-operatives in developing countries.

The training provided under this training package, as well as under the other packages in this series, is based on a thorough analysis of:

- (i) the tasks and functions to be performed in agricultural co-operative societies in developing countries;
- (ii) the common problems and constraints facing the effective performance of these tasks and functions.

The result of this analysis is reflected in the MATCOM "Curriculum Guide for Agricultural Co-operative Management Training". The Guide contains syllabuses for 24 management subjects and MATCOM has produced training packages, similar to this manual, for the following subjects:

- Collecting and Receiving Agricultural Produce
- Transport Management
- Storage Management
- Marketing of Agricultural Produce
- Supply Management
- Rural Savings and Credit Schemes
- Staff Management
- Financial Management
- Cost Accounting and Control
- Risk Management
- Project Preparation and Appraisal
- Work Planning
- Export Marketing
- Management of Larger Agricultural Co-operatives

For more information on the above training material, please write to:

The MATCOM Project
c/o CO-OP Branch
International Labour Office
CH 1211 Geneva 22
Switzerland.

THE TRAINING PROGRAMME1. Target Group

Target groups for this training programme on "Staff Management" are managers and assistant managers of agricultural co-operative societies.

Co-operative officers or extension staff supporting the above target groups could also benefit from the programme.

2. Aim

The overall aim of the programme is to enable trainees to make the best use of the human resources available to them and to put into practice all the formal and legal procedures related to the employment of personnel. In particular the programme will enable trainees:

- to describe the formal organisation structure of a cooperative enterprise and to identify and explain the vital role of informal groups within such a formal structure;
- to set appropriate objectives for a society and its individual staff members in order to achieve unity of action;
- to analyse job content, select appropriate techniques for work measurement and to draft job descriptions;
- to apply effective procedures for selection and recruitment of staff;
- to ensure that staff are fully informed of their rights and responsibilities and that necessary information about staff is recorded at all times;
- to identify the various influences on salaries and to select the appropriate payment method for a given job;
- to motivate staff in order to create work satisfaction, to recognise the tedious nature of "easy" jobs and to select ways of "enriching" them in order to improve employee morale and productivity;
- to communicate efficiently and effectively within the work environment;

- to identify the reasons for performance appraisal interviews, to conduct such interviews and to deal with disciplinary problems;
- to identify the role of trade unions in co-operative labour relations and to negotiate effectively with trade unions or any other organisation with whom they must deal, thereby taking applicable labour law into consideration;
- to identify what training of staff can and cannot achieve and to select appropriate training methods and training institutions to achieve increased efficiency among staff.

3. Use

The programme as described in this manual can be used for a special course on staff management. The complete programme, or parts of it, can also be incorporated in the curriculum for a more comprehensive management training programme.

4. Duration

The complete programme, as described in this manual, consists of 31 learning sessions. Session times vary from 1 to 3 hours (action commitment 8 hours). The total programme will take approximately 60 hours, or approximately 10 days, depending on the qualifications and experience of the trainees. A timetable should be prepared accordingly.

5. Training Approach and Methods

The programme is based on the assumptions that training is expensive and that money for co-operative management training is scarce. Therefore, it looks upon training as an investment, and unless the training yields results, the return on the money invested in it will be nil.

On their return home from the training programme, the trainees should therefore be able to show concrete results of improved management. In order to prepare and equip the trainee to achieve this, the programme has adopted a highly active learning approach through the use of "participative" learning methods and a built-in action commitment.

Trainees will not learn about staff management in a general and passive way. Their day-to-day management problems have, as much as possible, been translated into realistic case studies, role plays and other problem solving exercises. Trainees (working mostly in groups) will learn by solving these problems as in real life with the necessary assistance and guidance from the trainer, who will act more as a "facilitator" of learning than as a lecturer.

The built-in action commitment at the end of the programme will give each trainee the opportunity of using the knowledge and expertise of his colleagues in the training programme to find a concrete and acceptable solution to a specific problem he is faced with - a solution to which the trainee will commit himself for implementation.

6. Structure

The programme is divided into 13 topics (see the table of contents on pages XI and XII). Each topic is covered by a number of sessions. The following material is provided for each session:

- a session guide for the trainer (yellow pages), giving the objective of the session, an estimate of the time needed and a comprehensive "plan" for the session, including instructions on how to conduct the session;
- handouts (white pages) of all case studies, role play briefs, etc., to be reproduced for distribution to the trainees.

7. Adapting the Material

Before "using" the programme in a real training situation, it may be necessary to adapt it. This can be done as follows:

Read through the programme and decide whether:

- the programme can be run as it is;
- only certain topics or sessions should be used;
- new topics and sessions should be added.

Your decision will depend on the training needs of your trainees and the means you have at your disposal.

Carefully read through the sessions you have decided to use. Check the subject matter in both session guides and the handouts. Modify them where possible to include local currencies, names, crops and so on. Such adaptation will help trainees to identify themselves more easily with the people and the situations described in the handouts, and will considerably increase the impact and effectiveness of the training programme.

Do not feel that this manual is like a book which contains the only answers. It is merely a collection of suggestions and ideas, which you must adapt, modify, use or reject as you think fit. The best evidence that you are using it properly will be the amount of changes, additions and amendments you have yourself written into this copy.

8. Preparing the Handouts and other Learning Aids

Handouts constitute an important part of the training material used in the programme. They can be reproduced from the original handouts supplied in the ringbinder, after the necessary adaptation has been made. Reproduction may be done using whatever method is available: stencil, offset printing, photocopy, or other.

The only item of training equipment which is absolutely essential is the chalkboard.

Some suggestions for visual aids are given in the session guides. If flipcharts or overhead projectors are available, you should prepare these aids in advance. If they are not available you can still use the chalkboard.

The Pre-course Questionnaire (see Session 1) should be sent to trainees in advance. Trainees should be asked to complete it and hand it in at the beginning of the training programme.

9. Preparing Yourself

Some trainers may feel that material of this sort means that they need only spend a few minutes preparing for each session. This is not the case.

You should go through the following steps before conducting any course which is based wholly or in part on this material:

- a. Read it carefully; be sure you understand the content, and that you can envisage what is intended to happen in the classroom.
- b. Work through all the exercises; be sure you understand them completely and try to predict the errors that trainees are likely to make, and the different answers which may not be wrong, but which will be worth following up.
- c. Work through the case studies yourself, and try to predict all the possible analyses and answers which trainees may come up with.
- d. Look up and write down on the material itself, as many local examples as you can to illustrate the points that are raised.
- e. Plan the whole session very carefully; try to predict approximately how many minutes each section of the session is likely to take, and make the appropriate modifications to fit into the time that you have available. Do not take the suggested time at the beginning of the session too seriously.

10. Conducting the Programme

While using the material, you should try to observe the following guidelines:

- a. Arrange the seating so that every trainee can see the faces of as many as possible of the others; do not put them in rows so that the only face they can see is your own.
- b. Be sure that the session is clearly structured in the trainees' minds; outline the structure at the beginning, follow it or say that you are diverging from it, and summarise what has happened at the end.
- c. Bear all the learning points in mind, and do not forget the job-oriented objectives of the session.
- d. Be flexible, do not follow the material slavishly and be prepared to change the approach, depending on what trainees, themselves, suggest.

VIII

- e. Avoid, whenever possible, telling the trainees anything; in a successful session all the points will have been elicited from them by skillful questioning.
- f. If you fail to elicit a particular answer from the trainees, it is your fault, not theirs. Persist, by asking the same question in different ways, by hinting and so on, and only make the point yourself if all else has failed.
- g. Use silence as a weapon; if nobody answers a question, be prepared to wait for 20 or 30 seconds in order to embarrass somebody into making an attempt.
- h. Avoid talking yourself. Trainees' discussion and suggestions should occupy around three quarters of the total time; ask, listen and guide rather than talk. (The more you yourself talk, the more you are revealing your own insecurity and ignorance of the subject, in that you are not willing to risk questions or comments with which you cannot deal).
- i. Never ridicule a trainee's answer or suggestion; there is bound to be some merit in it somewhere, and the very fact that he or she has put forward a suggestion is commendable.
- j. If you cannot answer a trainee's question, or comment on a suggestion, (or even if you can) ask another trainee to answer or make a comment. You are the facilitator, not the source of knowledge.
- k. Write trainees' own words on the chalkboard whenever possible; do not follow the words in the material, even if they are more precise.
- l. Be prepared to act as "Devil's Advocate", there are usually no right or wrong answers to management questions, and trainees must see and understand both sides of every issue.
- m. If trainees appear to be following a quite different track from that suggested in the material, do not dismiss this out of hand; it may be as useful or more so.
- n. Call on the silent and, if necessary, silence those who talk too much.
- o. Be sure that everybody understands what is going on; do not allow the discussion to be taken over by the few who understand.

11. After the Course

Be sure to contact every trainee, in person or at least by letter, about six months after the end of the course to find out how they have managed to apply what they have learned, and how well they are doing with implementing their "action commitments". If they have failed, it is not they who were at fault, but the course.

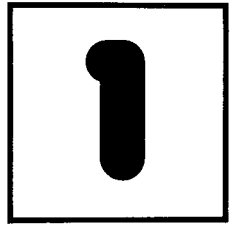
Either the training was ineffective, the trainees were poorly selected or you failed to recognise problems which might prevent them from applying what they learned.

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organisation and control

Pre-Course Questionnaire

- 1.1 Introduction
- 1.2 Formal Organisation Structures
- 1.3 Informal Groups

SESSION 1.1

INTRODUCTION

Objective : To ensure that all administrative details are in order, to introduce trainees to one another, to stress the importance of the course for improved co-operative management and to explain the nature and content of the course.

Time : 2 hours.

Material : Completed pre-course questionnaire, timetable and list of participants.

Session Guide:

- 1) If the course is to be formally opened, the visitor should if possible be briefed to stress the following points:
 - The importance of co-operatives in national development.
 - The vital and essential role of management. Good management can make a success even if finance is inadequate, markets are highly competitive and the climate hostile. Poor management means that even generous resources are wasted.
 - The need to make the best use of all resources, and in particular of people. Military commanders say that there are no good or bad soldiers, just good or bad officers. The same applies to co-operatives.

These points should also be emphasized by the instructor if the course is not to be formally opened by a prominent visitor.

- 2) Ensure that all administrative aspects of the course are clearly understood, and that there are no outstanding problems which may prevent effective learning. Point out that this is in itself an example of effective personnel management. In the same way that trainees cannot learn if they are uncertain about timing, accommodation, meals, costs or other details, similarly employees of a co-

operative will not give their best if they are anxious about terms of service, wages or similar problems.

- 3) Explain that the objective of the course is to improve trainees' ability to work more effectively with their colleagues and subordinates, and not merely to repeat theories or principles without putting them into practice. The course is about working with people, and many of the sessions will involve learning by doing. Trainees will actually be working with one another in simulations which aim to compress real life experience into brief periods so that they can learn from it.

These simulations may at first appear childish or a waste of time. Trainees must persevere and do as instructed, and will be rewarded by greatly increased insight into the ways in which they and others behave at work and how this can be improved.

- 4) Divide trainees into pairs. Ask a member of each pair to tell the other briefly and quietly about his job and a staff management problem which faces him or her at the moment. Then ask the other member of each pair to give the same information to his/her colleague. Finally ask each trainee in turn to tell the rest of the group about what he heard from his partner. Summarise on the chalkboard/OHP* as follows:

- The main areas of experience brought to the group by each trainee (i.e. general management, staff administration, training, field supervision, recent academic experience).
- The main problem areas covered by the problems which are described by each trainee to his partner (i.e. discipline, communication, administration, wages policy, corruption). If necessary, make use of the information given in the pre-course questionnaire.

- 5) Tell trainees that at the end of the course everyone of them, individually, will be expected to produce and commit himself to an action plan, which will include:

- A statement of a staff management problem in his society.

* OHP = overhead projector

- A brief description of the way in which he proposes to solve this problem.
- Ideas on how he will "sell" this solution to his subordinate staff, and to the committee and members if necessary.
- A specific description of exactly what the trainee expects to have achieved by a certain specified date (within 6 months after the course has ended).

Tell the trainees that the instructors intend to contact them after this specified period to assess how successful they have been in implementing their plans. The course, rather than they themselves, will be evaluated by their success.

- 6) Ensure that each trainee has a copy of the timetable. Go through it briefly. Point out where the various problem areas identified by trainees will be covered. Stress that the course is for the trainees' benefit and that any suggestions for changes of emphasis or timing will be welcomed.

Pre-Course Questionnaire

Name:

Society:

Job Title:

Brief description of your responsibilities:

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

What do you enjoy most in your work with staff?

.....
.....

What do you find most difficult in your work with staff?

.....
.....

Please complete the following sentence:

As a result of attending the course on Staff Management I hope that I shall be able to

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

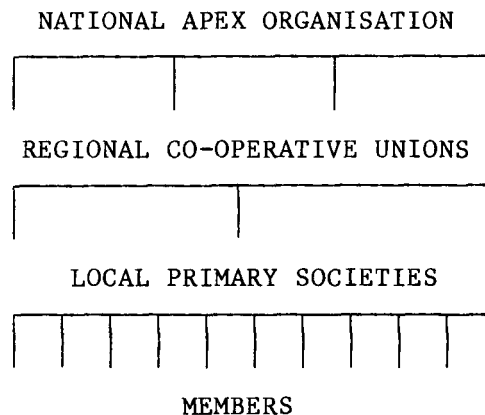
SESSION 1.2FORMAL ORGANISATION STRUCTURES

Objective : To enable trainees to identify, describe and evaluate the formal organisation structure of a co-operative enterprise.

Time : Two hours.

Session Guide :

- 1) Ask trainees to describe the structure of primary, secondary and tertiary level co-operative enterprises in their country. Invite one trainee to show the structure on the chalkboard. He or she will probably use the "family tree" form of diagram, and will draw a diagram of the following form:



Ensure that members are included and that all trainees appreciate the meaning of a diagram of this sort.

- 2) Ask trainees to suggest the location and direction of the following on such a diagram:
 - Farm Produce
 - Farm Inputs
 - Money
 - Farm Produce travels from members "upwards".
 - Farm Inputs travel from higher levels "downwards" to members.

- Money travels "down" to members and "up" from members to societies, unions or the national level service organisations.

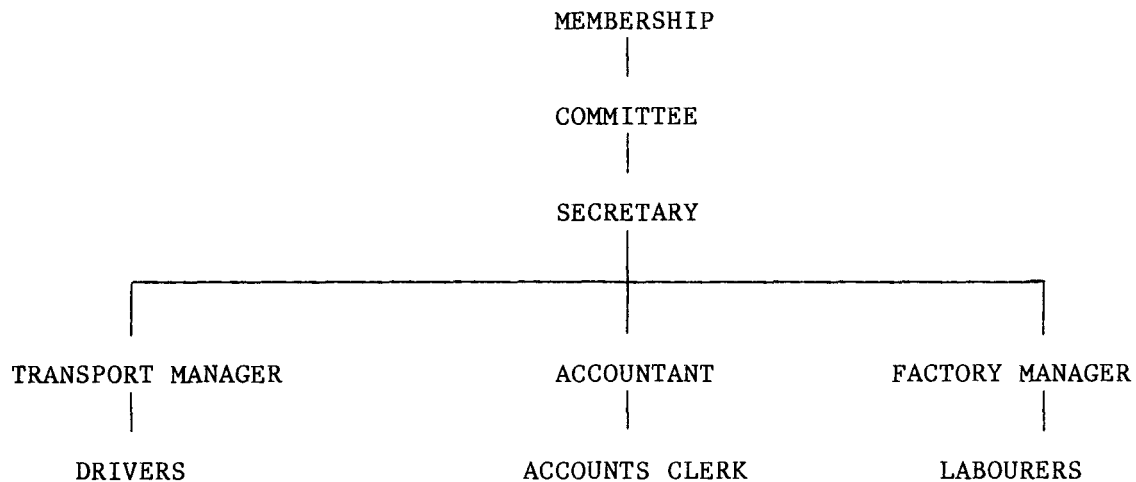
3) Ask trainees to describe the flow of instructions and control in their diagram. Show how overall authority comes in theory from the members "upwards", but that day-to-day instructions and orders for goods and so on usually travel down to members.

A Government Ministry or other body may control and direct activities from above, so that instructions travel downwards on long term as well as short term issues.

4) List the following individuals/groups in a hypothetical co-operative society on the chalkboard/OHP and ask trainees to attempt to draw on paper a diagram to describe the relationships between them:

- The Accountant
- The Membership
- Labourers in the Factory
- The Committee
- The Transport Manager
- The Sgcretary Manager
- The Manager of the Processing Factory
- An Accounts Clerk
- Drivers

5) Ask one trainee to reproduce his or her answer on the chalkboard. A diagram of the following form should have been produced:



6) Ask trainees to describe the flow of:

- a) instructions and
- b) information

in such a co-operative society.

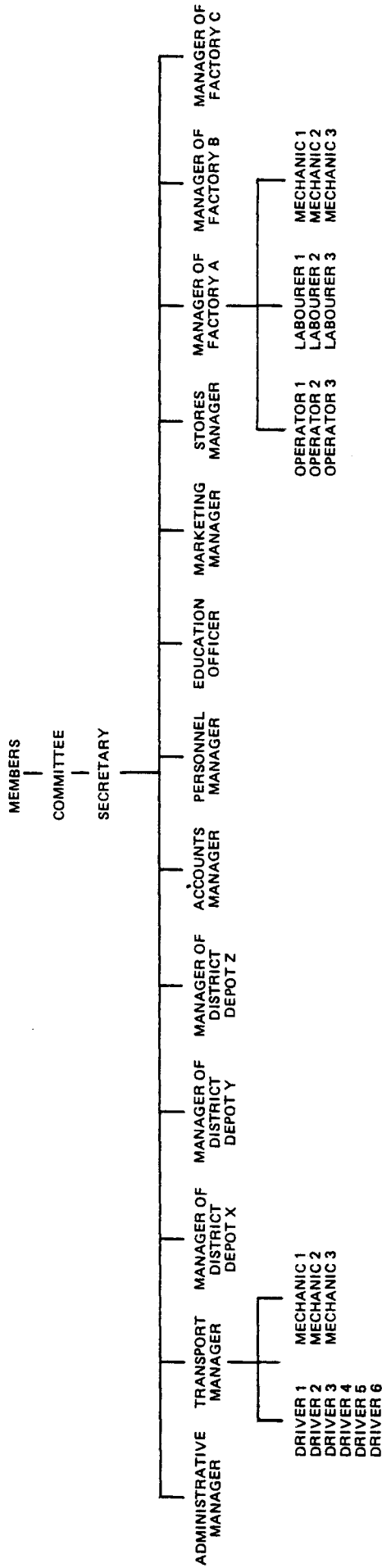
Instructions and information both travel down from the members through each level of the staff to the employees. Information travels in both directions and may amount to instructions in some cases at some stages.

7) Write the following list on the chalkboard/OHP:

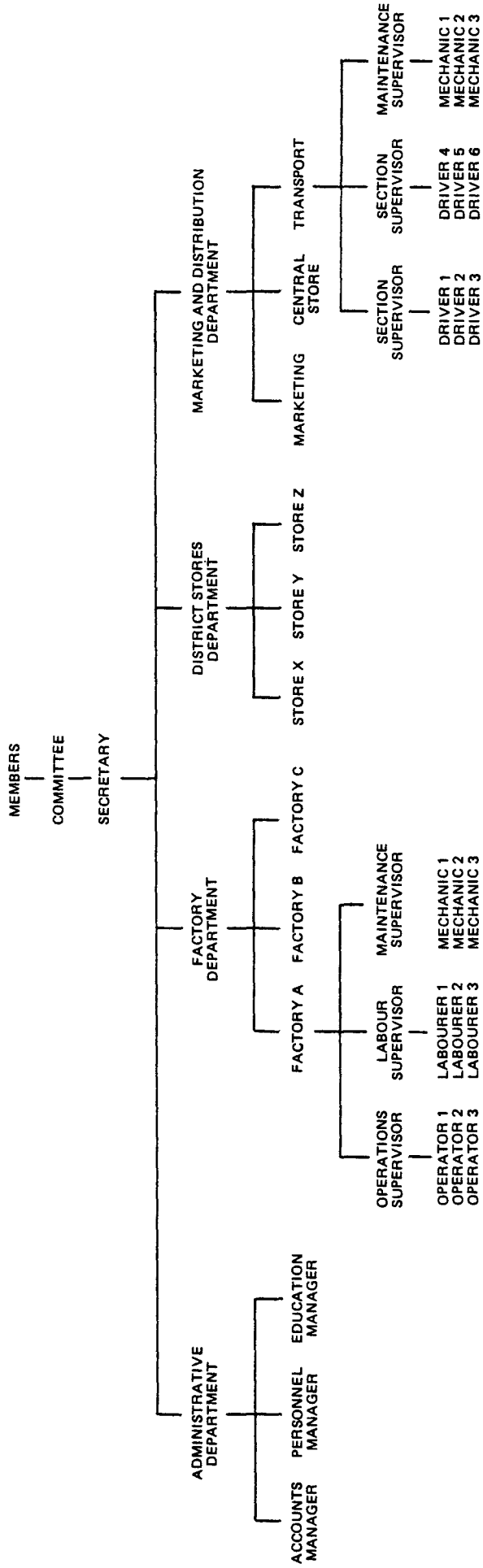
- Three District Depots
- Three Factories
- A Transport Department
- A Marketing Department
- A Central Stores Department
- An Administrative Department
- An Accounts Department
- An Education Department
- A Personnel Department

Ask trainees to imagine two co-operative societies each having exactly the same list of functions. Draw or distribute copies of the two following organisation charts to show how Society A and Society B with these identical functions are organised.

SOCIETY A

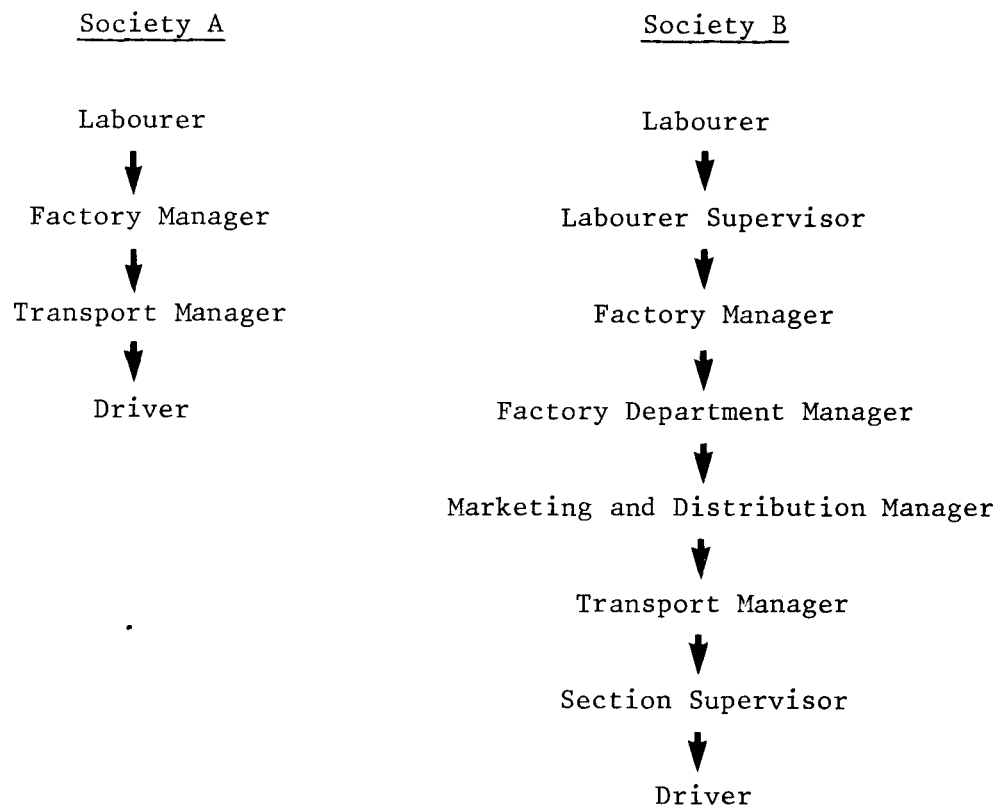


SOCIETY B



Point out that the other functions, such as the District Stores, would have staff working in them. Only Factory A and the Transport Department have been shown in any detail. Allow trainees five to ten minutes to study the diagrams and ensure that they understand the meaning of the diagrams.

- 8) Ask trainees to imagine themselves to be a labourer in Factory A who needs to explain a delivery detail to a driver. What would be the official channel of communication for this in each society?



It is clear which channel is likely to lead to more delay and the possibility of misunderstanding.

Ask trainees which Society is likely to be able to supervise and guide its staff more effectively, A or B?

- How many people report to the Transport Manager in Society A?
(Nine)
- How many people report to a Section Supervisor in Society B?
(Three)

Clearly, a supervisor who is responsible for three people can be in closer contact with them than if he is responsible for nine.

- 9) Ensure that all trainees understand the difference between the two types of organisations by asking them further questions such as:
- How would a Transport Mechanic borrow some tools or spares from a Factory Mechanic?
 - How would a Committee Member obtain some information from a Driver?
 - How would the Personnel Department ask a Labourer for some information.

- 10) Show the essential difference between a "flat" and a "tall" organisation. Explain how the number of people who report to or are placed under a manager (span of control) affects an organisation.

Show that when the span of control is narrow i.e. when a manager has only a small number of people under him, it leads to a "tall" organisation where formal communication channels are very long and possibly slow. Similarly, when the span is wide one manager is directly responsible for numbers of people. Communication channels are in the latter case short and quick but the manager may not be able to deal efficiently with too many people under him.

Ask trainees how the disadvantage of each type of organisation can be to an extent overcome in actual practice:

Flat

- Well-trained and motivated employees who do not need close supervision.
- Clear procedures which are known to everyone.

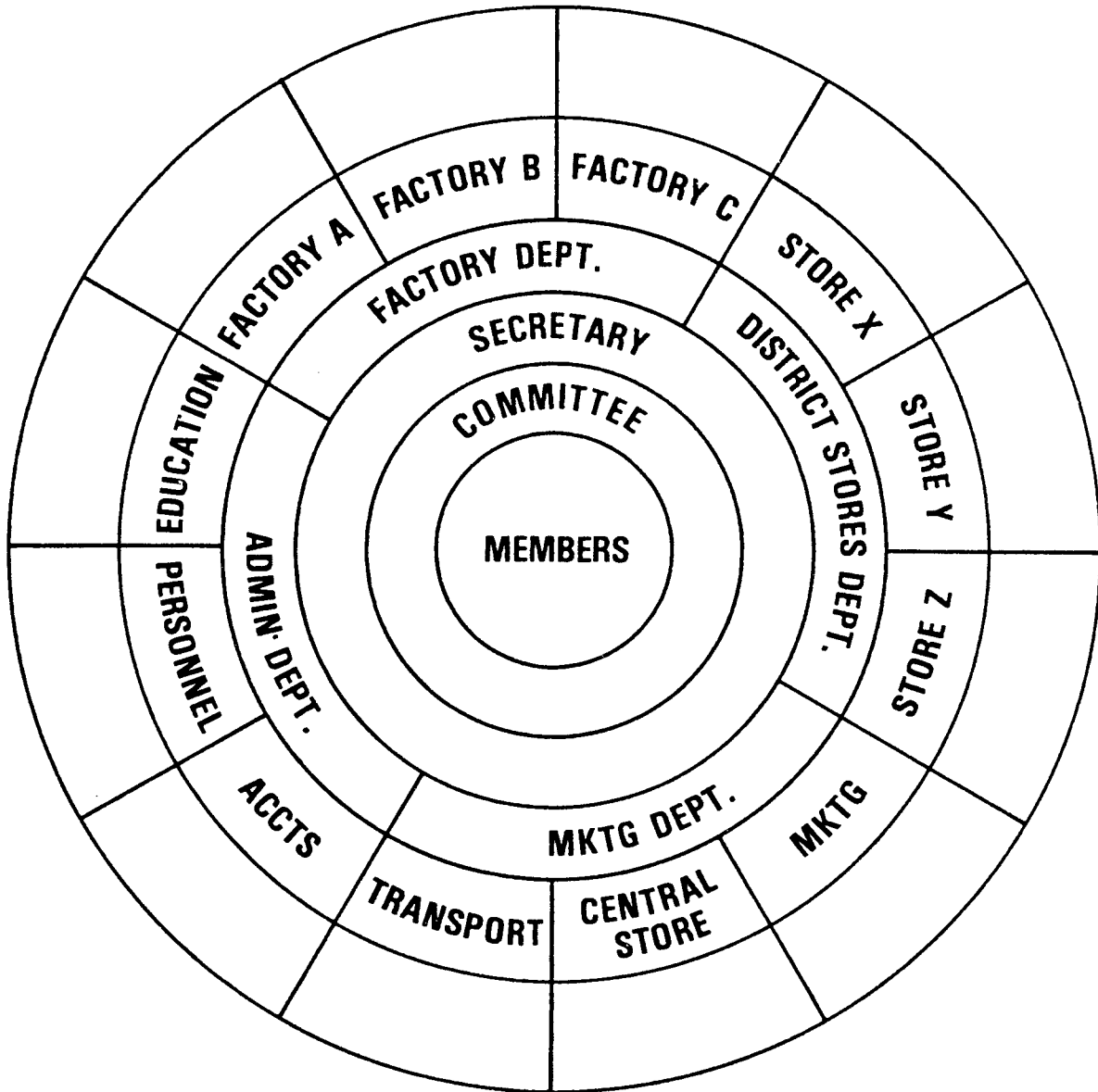
Tall

- Effective informal communication methods which bypass formal channels when appropriate.
- Flexible attitudes at all levels, so that management does not insist on formalities.

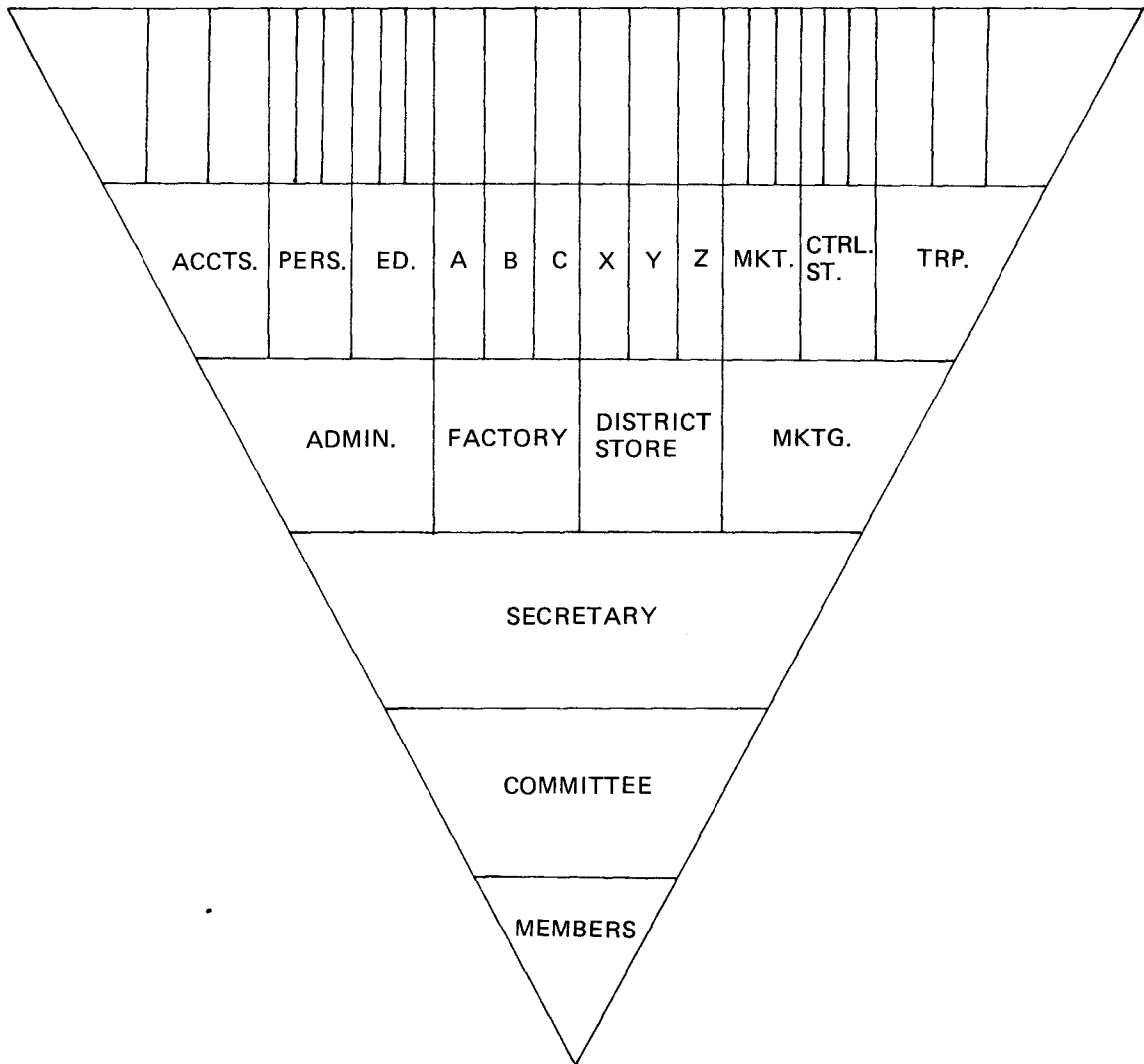
- 11) Point out that an "organogram" need not necessarily be drawn as a pyramid with control coming from the top.

Illustrate on the chalkboard/OHP how it can be:

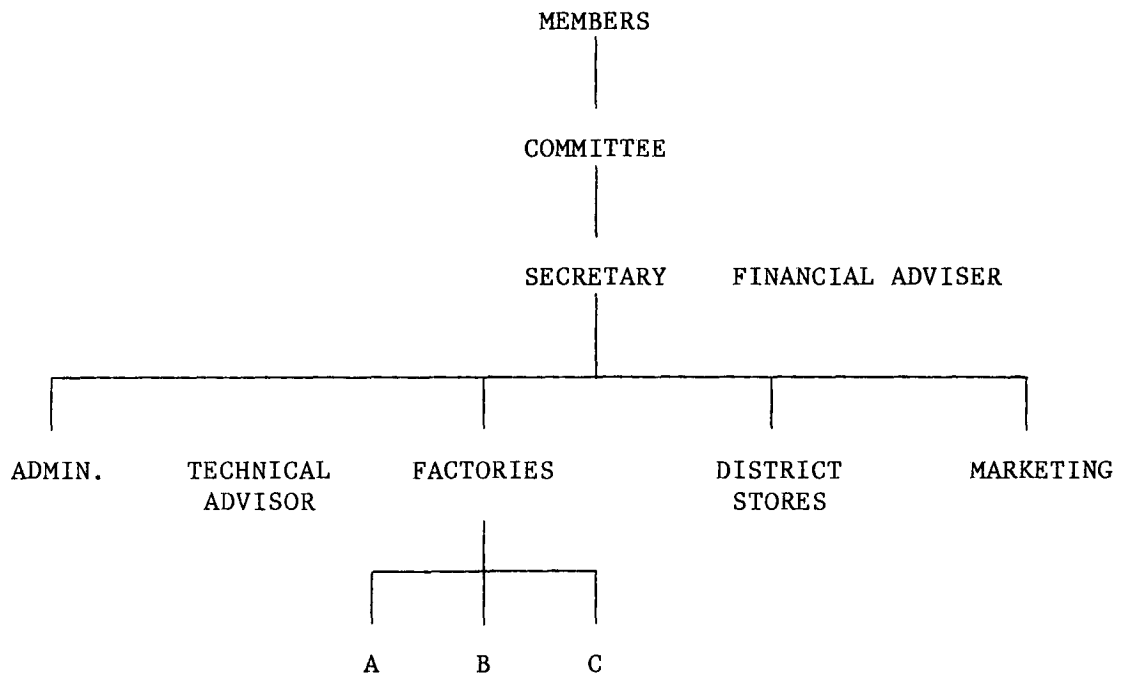
- A circle, with control radiating outwards from the centre to departments represented by segments, with people at similar levels at the same distance from the centre.



- An inverted pyramid, with control coming from the bottom upwards to the operating staff along the top.



- 12) Ask each trainee to draw an organogram of his or her society on a piece of paper. If appropriate, explain how "staff functions" such as marketing or technical advisers can fit into such a diagram.



- 13) Ask selected trainees to reproduce their diagrams on the chalk-board/OHP. Discuss how "flat" or "tall" they are and ask the respective trainees to describe problems which appear to arise from the nature of the organisation, or from the lack of clearly defined relationships. Discuss whether they might be solved by changes in the formal organisation structure or by changed behaviour of those working within it.
- 14) Explain that a well-defined organisational structure clarifies the duties, responsibilities and relationships among staff members. Consequently, conflicts are more easily avoided.

SESSION 1.3INFORMAL GROUPS

Objective : To enable trainees to identify and explain the vital role played by informal groups within the formal structure of a society.

Time : One to two hours.

Material : Case Study.

Session Guide :

- 1) Explain that people working together in a formal organisation may develop informal relationships and even groups.

An informal group refers to a group of people who communicate more or less regularly for the purpose of exchanging information. Membership is voluntary and relationships are basically social.

Stress that formal organisation structures emphasize the position or the job in terms of authority and functions, while informal groups focus on private and social relationships.

- 2) Distribute the case study and allow trainees up to one hour, in groups or individually, to analyse and discuss the three problems and to attempt to explain the unexpected drop in productivity which followed the changes in each case.
- 3) Trainees may suggest a number of different reasons. The common factor in each case was the destruction of an informal work group, which clearly contributed significantly to productivity.

The ways in which the groups may have contributed to improved productivity could be as follows:

The Drivers

- By advising one another on maintenance problems.

- By sharing ideas about their work as drivers, such as particular handling or delivery problems.
- By reducing the sense of isolation from the Society which might arise from the solitary nature of their work.
- By discussing possible improvements to work schedules.

The Seed Packing Workers

- By working towards a common target.
- By helping each other when one was ill or absent altogether.
- By relieving the boredom associated with such a repetitive job.
- By ensuring that each could do every other's job, and the whole job when necessary.
- By checking one another's quality.

The Typists

- By sharing work at times of overload.
- By helping one another with spelling, layout or similar problems.
- By helping each other in case of illness or absence.

- 4) Trainees may suggest ways in which informal groups of this sort can work against their employers.

Informal groups help people to work more effectively towards their objectives, whatever the objectives may be.

An effective manager must motivate his staff to work towards common objectives and must encourage them to work in effective small groups.

- 5) Ask trainees to think about their own societies. Can they recall situations where:

- The destruction of an informal group may have led to reduced productivity as in the case studies.
- An attempt to destroy an informal group may have led to such a group working against rather than for the society's objectives.

- An informal group has been encouraged or has developed naturally to deal with a specific problem and has done this effectively.
- 6) Ask trainees to think of their own organisations. Ask them to identify and describe any informal groups which are known to them. These may be:
- Groups of people who are in the same organisation but do not actually work together (at the same work place). They meet for lunch, over tea or after work.
 - Informal sub-groups within larger formal groups who work together.
 - Groups who work together (a formal group) and who also make an informal group, that is where the formal and the informal structures coincide.
- 7) Discuss the following questions:
- Do the groups help or hinder the organisation in the achievement of its objectives?
 - Are the informal leaders the same as the formally appointed supervisors etc? If not, what is the result?
 - What is the effect of the informal groups on people who are excluded from them although their work place or position might suggest they would be included?
 - Do they as managers encourage or frustrate informal groups?

The Dilatory Drivers

The Transport Manager of Co-operative Society A was always on the look-out for ways to improve the productivity of his six vehicles. He realised that many of the costs of operation were fixed and that he should try to ensure minimising the time spent by his vehicles off the road.

He decided to examine the routine maintenance and cleaning schedule. The drivers normally cleaned their vehicles and carried out routine maintenance on Saturday mornings. There was only one hose in the garage and one inspection pit, and each vehicle required only about one hour's work by its driver. Still all six drivers spent the whole Saturday morning in the garage with their vehicles.

The Manager found that there was a demand for transport on Saturday mornings and that the vehicles could be usefully employed at that time. He therefore instituted a system whereby each driver was scheduled to spend one hour in the garage from 8.00 a.m. to 9.00 a.m. one day a week. Only one driver was scheduled for each day, so that as a result he could have uninterrupted use of the facilities.

The drivers accepted the new rota, and the Manager was satisfied that he had saved many hours of vehicle time. By his estimate, the previous system had occupied six vehicles for four hours, or twenty four hours in total, whereas the new rota meant that only six hours a week were so occupied.

After some weeks, however, although the overall transport load did not appear to have increased, the Manager found that it became increasingly difficult for the vehicles to cope with it. The vehicles appeared to be off the road more often and the drivers also became less regular in their time keeping. The Manager very often found them chatting on mornings when they should have been out at work, and he had severely reprimanded two of them. This had little effect, and he wondered whether he should dismiss one or more as an example to the others.

The Wilful Women

The Manager of Society B was delighted when the Committee finally sanctioned purchase of the nine metre roller conveyor he had wanted so long for the Seed Packing Department. Up till that time, four women had sat round a table making up cardboard boxes, weighing out the seed for sale, filling the boxes, closing, sealing and labelling them. The task was obviously disorganised. Sometimes each woman would do all the operations from start to finish. At other times they would divide the job up differently, and the table round which they worked always looked untidy. The women talked to one another all the time in spite of the noise from the drying machinery in the next room. It was obvious that they were not concentrating on their work.

The Manager installed the roller conveyor line along the length of the long room where the table previously stood. He had done his best to find out which woman was best at which part of the job, by watching them at work, and he divided up the job into four parts consisting of setting up the boxes, weighing the seed and filling them, closing and sealing them, and labelling them. He had estimated that each of the jobs took about the same time, and he positioned the women along the conveyor line so that each could pass her work on to the next when it was completed. He ensured that there were three metres of empty track between each woman's position, so that a small "buffer" of work could accumulate between each woman to allow for delays or slight speed variations.

He knew that the village people were very conservative, and that they might resist the change. He therefore arranged for more comfortable chairs to be provided for the women instead of the wooden stools they had used before. The women were very pleased with this and thanked him profusely.

Production rose about a third on the first day, and the improvement was maintained for two weeks. Thereafter it fell back. After two more weeks it had reverted to the previous level, and it slowly fell to about twenty percent less than that. The Manager was naturally disappointed. He spoke strongly to the women, and two of them were offended and left the job, saying they preferred to be at home. Two more were easily recruited, but production never reached the level it had attained before the change.

The Spoiled Secretaries

As the C Co-operative Society had grown, so had the need for secretarial help. At first there had only been one secretary, then another was employed and now there were three people wholly occupied in typing letters, reports and so on. The Manager and the Production Supervisor were the main individual users of typing, and other staff had various papers typed from time to time. The three secretaries sat in a rather cramped and inconvenient room with very little space for their desks and filing cabinets.

Problems sometimes arose because the secretaries were temporarily overloaded and they needed guidance on priorities which was not immediately forthcoming.

The Production Supervisor complained that people in his position usually had their own secretary, and some of the Manager's friends were surprised to hear that he did not enjoy this privilege.

When the Society expanded its offices therefore, the Manager arranged that one of the secretaries should sit in the ante-room to his own office. The Production Supervisor was usually out in the factory, and he was therefore quite willing to have his secretary share his large office. The third secretary was allocated to all the other staff and he stayed in the old room but naturally had far more space for his work.

When the extended office was opened there was obviously some settling in problems, so the Manager was not surprised that some routine reports were late. After some weeks however, as the situation became worse rather than better, he asked the staff who were responsible to explain the delays. They all complained that their secretaries were slow and unco-operative and that their work had to be re-typed and was always late.

At the same time the Production Supervisor asked the Manager if he could find a new secretary. He said that the present one had recently become lazy and inefficient, so that work was suffering. The Manager had noticed that his own typing was not being done as well as before. He was particularly disappointed because he had obtained a new typewriter for his secretary shortly after the new extension was opened, and had expected a great improvement.

Assignment :

Analyse and discuss the three cases and explain why there was an unexpected drop in productivity following the changes in each case and suggest ways in which the groups may have contributed to improved productivity.

objectives

2.1 Organisational Objectives

2.2 Individual Objectives

SESSION 2.1

ORGANISATIONAL OBJECTIVES

Objective : To enable trainees to determine appropriate objectives for their societies.

Time : One hour.

Session Guide :

- 1) Ask trainees what they need before setting out on a journey. They may mention a means of transport and a map or knowledge of the route. Remind them that first of all they need to know where they are going; that is, their objective.

Ask which of the following is likely to be a better objective for the purpose of planning and carrying out a journey:

- "To travel towards the East."
- "To travel for three days."
- "To go to Z Province."
- "To reach- X Office in Y Town by 3 o'clock on the afternoon of Wednesday, November 21st."

Clearly, only the last objective is sufficient. The others are too vague. A good objective is:

- Specific
- Quantifiable
- Measurable
- Realistic

- 2) Ask trainees to state their objectives in attending this course, without reference to any initial announcement they may have received. Suggestions may be:

- To be exposed to modern personnel management principles.
- To learn about staff management.

Remind them of less often stated objectives such as:

- To help them pass an examination in co-operative management.
- To spend a period in the city.
- To earn the stipend in addition to their normal salary.
- To take a rest from their jobs.

Point out that these latter objectives at least can be objectively verified. They will know at the end of the course without doubt whether or not they have been achieved. How can anyone ascertain whether vague objectives of the first kind have been achieved or not? Ask trainees to suggest course objectives which:

- relate to their actual jobs;
- can be objectively verified.

Trainees may find this difficult. Ask them to recall staff management problems they experience, and to relate their course objectives to the solution of these problems.

Objectives might be as follows:

- "To enable me to reduce staff turnover from the present rate of 35% to under 20% per year over the next 12 months."
- "To enable me to manage my staff so that the society can handle a projected 50% increase in business next year without requiring any extra labour."
- "To enable me to set up and maintain a staff payment system which minimizes costs and maximizes staff satisfaction."

3) Ask trainees to suggest objectives for their own co-operative societies. These will be in many forms, but may fall conveniently into the following two categories:

a) Objectives which relate either to the survival and growth of the society, or which refer to member benefits, but which are too vague as guides for specific action, such as:

- to serve members and the country's interest;
- to contribute to national development;
- to remain solvent;

- to increase turnover.

b) Objectives which are specific and whose achievement can be measured, such as:

- to increase payment to members by 10% during the current year;
- to market the same amount of members' produce as during the previous season but at a price of at least 15% higher;
- to start a farm supply service and by the end of the year to have supplied at least 50% of the members with a minimum of one bag of fertilizer each.

4) Write examples of whatever types have been suggested on the chalkboard/OHP. Ask trainees who only suggested general objectives, which relate to the survival and growth of the society:

- What guarantee is there that their members will benefit if the objective is achieved.
- Whether the society exists as an end in itself, as a means for providing a job for them, or with the aim of improving members' incomes?

Ask trainees who suggested only general objectives referring to member benefits:

- What guidance the objective gives them as to what the society should actually do?
- How they, members or anyone else can ever ascertain whether or not the objective was achieved?

5) If trainees have not suggested specific, measurable objectives, write one or more on the chalkboard/OHP and ask trainees to comment on them.

Point out that a society should have a long-term plan for all its activities. From this the manager must determine as many short-term objectives as are appropriate, and must review and revise them as necessary.

6) Ask trainees to restate the objectives of their societies in the suggested form.

SESSION 2.2INDIVIDUAL OBJECTIVES

Objective: To enable trainees, in consultation with the staff affected, to break down the overall objectives of an agricultural co-operative society into individual objectives for staff at every level, and to ensure that the objectives coincide as closely as possible with these individuals' personal objectives.

Time: Two hours.

Material: Case study.

Session Guide:

- 1) Refer back to the previous sessions. Trainees should have realised:
 - The importance of specific measurable objectives.
 - The need to integrate group and individual objectives so that they contribute to organisational objectives.
- 2) Distribute the case studies and allow trainees in groups or individually up to thirty minutes to complete the assignment.
- 3) Trainees should appreciate that in each case the problem arose from conflicting objectives. Nobody failed to work towards his objective as it had been described to him, but they did not add together to achieve the overall objective of the Society.

The objectives in each case were as follows:

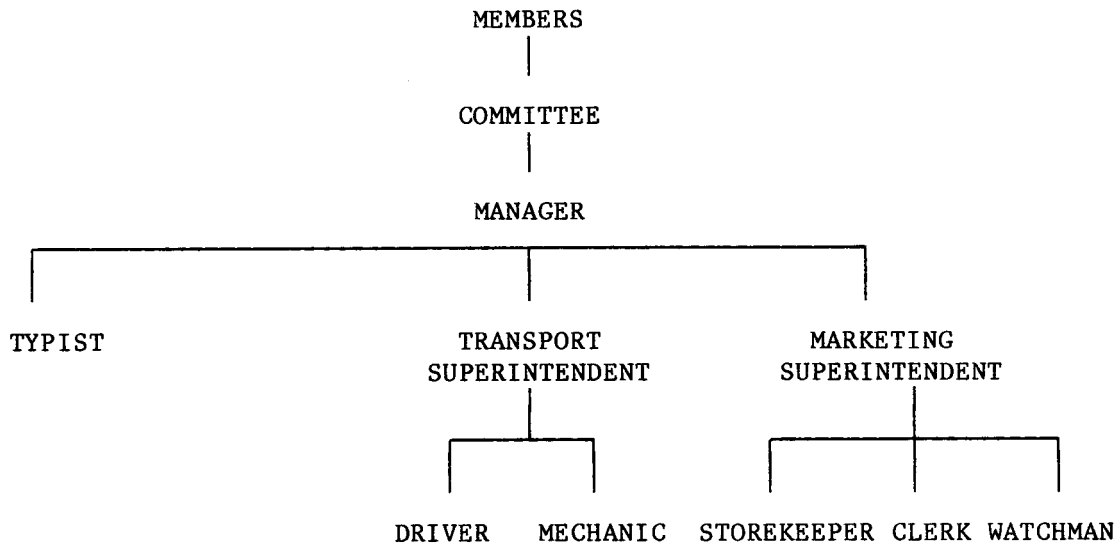
- a) Manager to minimize spoilage by delivering tea on schedule.
Driver to reduce fuel consumption by 10%.
- b) Superintendent to store fertilizer effectively and economically.
Clerk to minimize telephone costs.

c) Manager to complete the accounts on time.

Accountant to improve staff qualifications.

The problems could in each case have been avoided if the Driver, the Clerk and the Accountant had been aware of how their objectives fitted in with the total objective of the Society.

4) Draw the following simplified organisation chart on the chalk-board/OHP:



Write the following objective below the chart, explaining that this is the Society's overall objective which has been laid down by the Committee for the following year:

"At least to maintain existing surplus ratio in spite of an expected 15% increase in all costs, by collecting, storing and marketing up to 20% more members' produce than last year without any extra staff".

5) Divide trainees into two equal groups. Ask one group to leave the room. Allocate among the remaining group the roles of the manager and the two superintendents from the chart. Each trainee should write clear, specific and measurable objectives for his immediate subordinate staff members: the manager(s) for the two superintendents and the typist, the transport superintendent(s) for the driver and mechanic, and the marketing superintendent (s) for the storekeeper, the clerk and the watchman. They should write this in two copies.

Ask this group to leave the room. Bring the others in and allocate them the subordinate staff named in the chart. Ask the trainees, on their own, to imagine that they are the named staff member. They should write down, again in two copies, what might be their personal objectives in the job and what they hope to achieve for themselves?

- 6) Allow trainees up to fifteen minutes to complete this assignment. Check that they are doing this properly, and that the second group in particular is writing down personal objectives such as good earnings, job security, an easy life or whatever else they think that such a person might want.
- 7) Collect one copy of each note from the trainees. Pair the trainees together, so that the one who wrote each staff members' objective from the Manager's or Superintendent's point of view is paired with the one who wrote the same man's objective from a personal point of view.

Explain that the Manager or Superintendent in each case wishes to discuss and agree to an objective for the year to come with the respective staff member. Allow trainees up to twenty minutes, preferably in places where they cannot easily be overheard by one another, and ensure that each pair produces a written objective to which they both agree at the end of the period.

- 8) Reconvene the group, and ask a representative of each pair to read out their agreed objective. Compare this, in each case, with the objectives they wrote previously without the benefit of a joint consultation.

The objectives will obviously differ according to trainees' assumptions about the society and the personality of the respective staff members. They will not necessarily be consistent with one another since they are produced by different people without comparing notes.

Discuss the following points:

- Are the final objectives clear and unambiguous?
- Can the attainment of the objective be objectively verified?

- Does the staff member in question have the authority to take action to achieve the objective, or may he be prevented by actions of others within the society whom he cannot control?
 - What changes have been made to the original objectives which were written by the Manager/ Superintendent, as a result of the meeting with the affected staff member? Have the objectives been forced on the staff, or have there been genuine changes as a result of the consultation and can they reasonably be achieved?
- 9) If time allows, modify the "best" objectives, so that they are mutually consistent and "add up" to achieve the overall objective of the co-operative, and at the same time the Manager's objective on which he has presumably agreed with the Committee.

The Diligent Driver

The Manager of the A Society was furious. It was vital that members' tea should be delivered to the Union processing factory within four hours of being picked. But now, for the third time this month, the Society's lorry had arrived after the factory had closed. It had left the growing region with enough time to reach the factory before closure. The Manager went into the yard when the Driver returned and asked whether there had been an accident or a breakdown on the way. The Driver said there had not, and the Manager reprimanded him severely. Finally the Driver succeeded in replying. He reminded the Manager of his recent memorandum which had stated: "All drivers must improve fuel economy by at least 10%." This could only be achieved, the Driver said, by coasting down every hill on the way to the tea-processing factory. The journey took about thirty minutes more as a result of this.

The Careful Clerk

The Stores Superintendent of the B Agricultural Society could hardly believe his eyes. When he returned from lunch he found that ten tons of fertilizer had been dumped on the ground outside the upper store. This had happened although he had specifically asked the Order Clerk to ensure that the supplier was warned to deliver it to the lower store ten kilometers away. The lorry had gone by the time he found out what had happened. The fertilizer was lying outside because the store was full. Rain was threatening and there was no transport or labour available to move it.

He stormed into the office and asked the Clerk to explain.

"I told him to deliver the fertilizer to the lower store, just as soon as you told me, five days ago in fact it was", he said.

"How is it that they ignored your instructions then?" asked the Superintendent.

"Well, you know that the mail is very unreliable these days", replied the Clerk.

"What", shouted the Superintendent, "You didn't telephone them?"

"Oh no", said the Clerk, "The Manager said we are not to make any long distance calls unless it is a matter of life and death. These were his very words, because last quarter's bill was so high".

The Accurate Accountant

The Manager of Society C was severely embarrassed. His accounts were once again completed after the Registrar's deadline, in spite of repeated reminders. He asked the Accountant to explain this delay.

"I still have not succeeded in filling the vacancy for an Invoice Clerk", he said.

"What", asked the Manager, "Didn't the other idiot leave three months ago? There are hundreds of school leavers begging for jobs like that".

"Oh yes", answered the Accountant, "But don't you remember you said at the time that our over-riding objective must be to upgrade the quality of the accounts staff, by recruiting people with accounts training and practical experience. I haven't found anyone to fill the bill yet".

Assignment :

What went wrong in each case? How could the problem have been avoided?

the job

3.1 Work Measurement

3.2 Job Description

SESSION 3.1

WORK MEASUREMENT

Objective : To enable trainees to analyse job content and to select appropriate techniques for work measurement.

Time : One to two hours.

Material : Handout 1 and 2 on "Boat Construction". About ten sheets of approximately A4 size paper per trainee.

Session Guide :

- 1) Ask trainees to suggest reasons why it might be necessary to analyse the content of jobs and to measure how long they take to complete. Attempt to elicit the following answers:
 - If a job is to be divided up among a number of people, it is necessary to analyse it in order to break it up into components which will take approximately the same time to complete.
 - If people are to be hired or allocated to a job, it is necessary to know how long it takes to complete the job in order to know how many people are needed.
 - If it is decided to attempt to make a job easier and quicker to complete, it is necessary to break it down into individual movements in order to see which can be simplified or eliminated.
 - If production costs are to be estimated, it is necessary to know the time needed to perform various operations involved.
 - If a sound incentive is to be established, it is necessary to know the time needed by an average worker to perform the job.

- 2) Divide trainees into syndicates of between six and eight people and nominate half of each syndicate to be "management" and half to be "workers". "Management" should be given sufficient copies of Handout 1 for themselves and for their workers, a copy of Handout 2 describing the task and approximately one hundred sheets of scrap paper about the same size as this book is printed on. They should also be given a sample of a completed "boat", prepared before the session.

The instructor should ensure that he is able to make the boats and should prepare one in front of the whole group. Syndicates should be allowed up to forty-five minutes to complete the task described in their handouts. Ensure that at least one manager in each group has a watch suitable for timing short operations.

3) Reconvene trainees. First ask representatives of management to say how many people they will hire, and to explain how they reached this conclusion. Ask them in particular to answer the following questions:

- Did they give the workers Handout 1? What other information did they give them?
- Did they ask the workers to devise the best way of making the boats? Did they work out a method in consultation with workers or did they design a method themselves and tell workers to use it?
- When the preferred method had been decided on, how did they calculate how long it would take to complete the task? Did they try themselves or did they time the workers doing it?
- If a worker was timed, how did the managers allow for deliberate attempts to work slowly, or with initial enthusiasm producing a faster than normal rate?
- Did they time all workers or just a selection of them? If only a sample of the workers were measured, how were they chosen?
- How did they take Account of the "learning curve", whereby people gained facility and speed in a job with practice?
- What allowance did they make for rest periods or other periods during working hours when workers might not be expected actually to be working?

4) Ask the workers to comment on their role in the decision:

- Were they satisfied with the production rate set by management?
- Did they attempt to distort their work pace in order to achieve an easier target production rate?
- How did they view their involvement, if any, in the rates-setting exercise?

5) Ask all trainees whether anyone has ever attempted to measure the time taken for any tasks in their societies, as a basis for staffing decisions or for measuring performance. If any have, ask them to describe the task and the results. If, as is more likely, there has been no such attempt at work measurement, ask trainees to suggest jobs in their societies where it might be appropriate to attempt to measure the ideal rate of production. Suggestions may include:

- Any sort of packaging operation.
- Typing letters, or reproducing and enclosing circulars.
- Posting members' accounts.
- Loading or unloading vehicles.
- Routine cleaning or sweeping jobs.

Ask trainees whether they are confident that all these types of jobs are in fact carried out at the moment in the most economical way. Can existing methods be improved by examining each step critically with a view to eliminate, combine, rearrange or simplify them? What potential is there for improved productivity and reduced costs? Ask the trainees to answer the following questions:

- Is every part of the job with all its details, as it is carried out now, necessary?
- Is the job assigned to the most suitable person in the society? Can any changes in the existing assignment of jobs be made to improve this performance?
- Is the job carried out at the most suitable place? Can any changes in the location or layout of the working site improve the performance?
- Can any changes in the timing or sequence of operations improve the results?

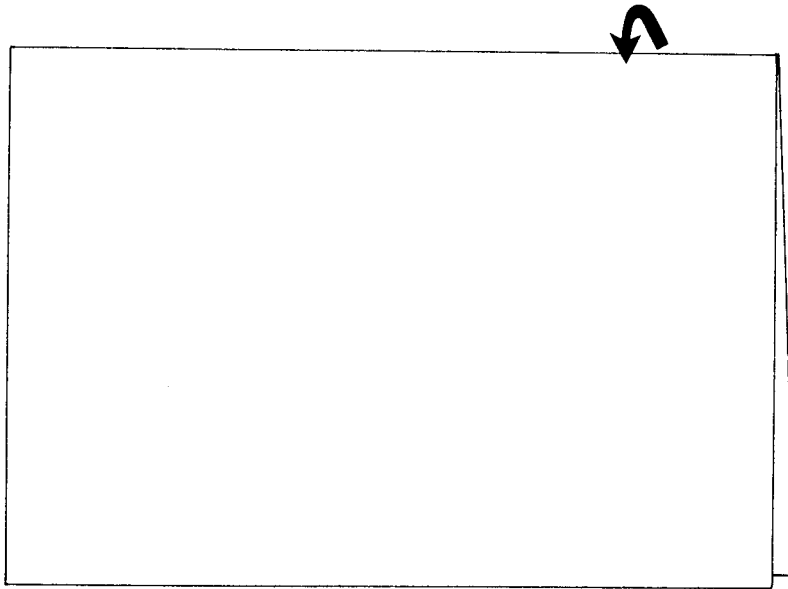
6) Ensure that as many trainees as possible identify at least one task in their society which they believe would benefit from analysis and measurement. Discuss this with the remainder of the group and elicit suggestions on the following points:

- How should workers be involved in any task measurement?
- How should the task be analysed?
- How should the production rate be timed?

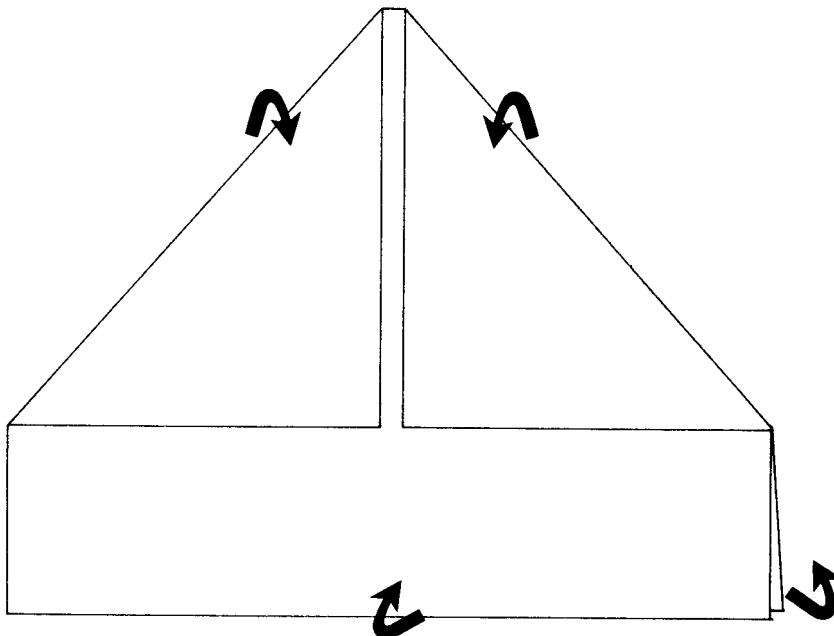
Boat Construction Handout 1

The following instructions show the nine stages of making a paper boat out of an A.4 or similar size sheet of paper.

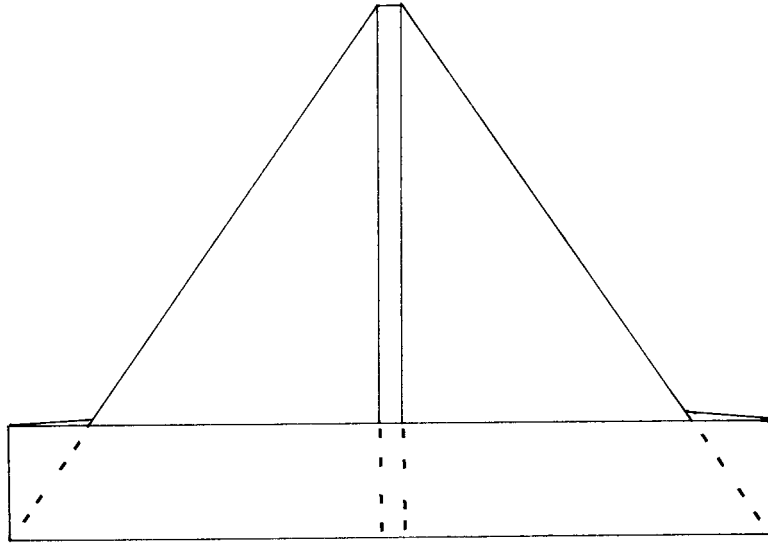
- 1) Fold the paper in two across the middle.



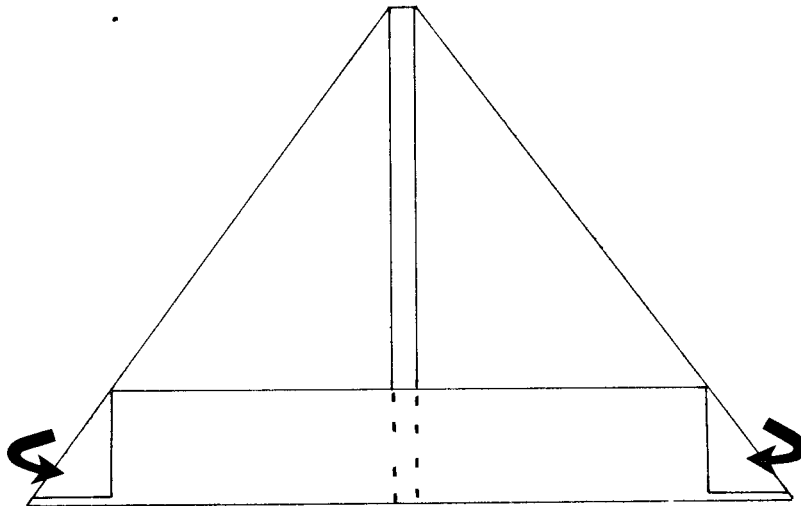
- 2) Fold the two, top corners over to meet each other, and
- 3) Fold the flaps at the bottom up on each side of the triangle.



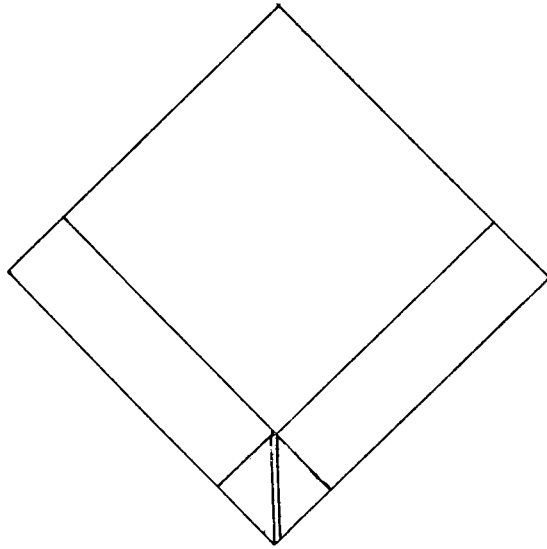
You should get this shape now.



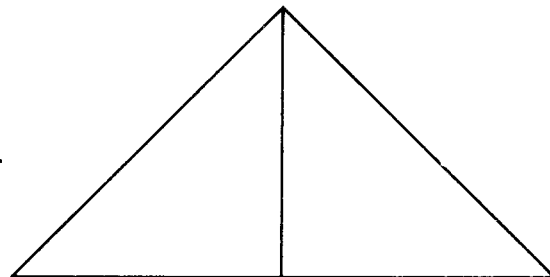
4) Fold the four corner pieces in over the sides of the triangle.



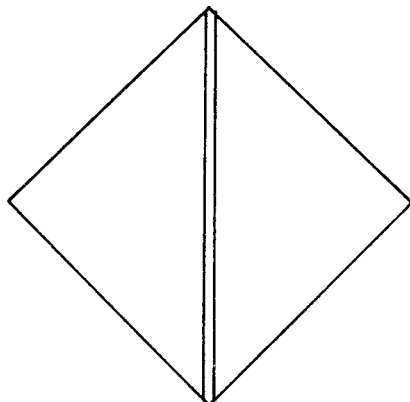
- 5) Insert your finger or thumb into the interior of the triangle and pull the sides out to make a square; smoothen it flat.



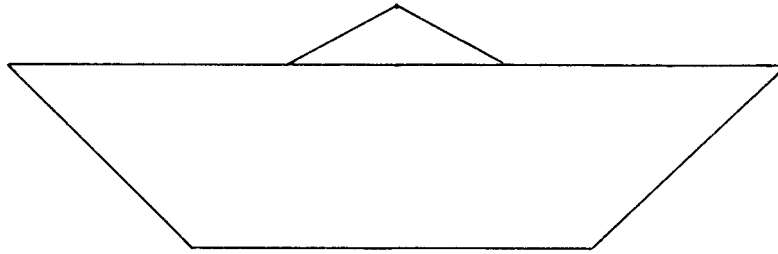
- 6) Fold the ends of the square over the two sides to make a smaller triangle.



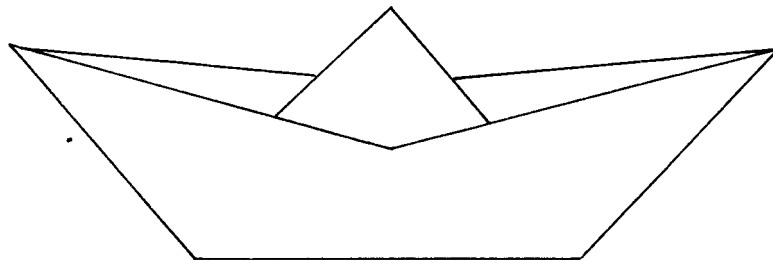
- 7) Repeat operation "5)" to make this triangle into a new smaller square.



- 8) Pull the ends out to produce the "hull" of the boat with the "sail" standing up in the middle.



- 9) Insert your finger or thumb under the sail in order to open the base so that the boat will stand on a flat surface.



Boat Construction - Handout 2.

Instruction for Management.

You are a Manager in a Co-operative Society. In your syndicate you have some fellow managers and an approximately equal number of workers. The Co-operative has to perform a certain processing operation which is described in Handout 1. The Society must produce 20,000 a week of these "boats" and management must decide how many staff to recruit in order to achieve this quantity. You may use the "sample" workers in your syndicate in any way you wish to help you make your decision. They are typical in intelligence, ability and attitude of the type of worker the Society is likely to be able to recruit for the jobs. You should approach the task in two stages:

- 1) Decide on the best possible way to do the job. It may be done in any way so long as the finished product is up to the standard of the "model" given to your syndicate by the Instructor.

- 2) Decide how many workers will be necessary to achieve, on a long-term basis, the production rate of 20,000 per week.

SESSION 3.2

JOB DESCRIPTIONS

Objective : To enable trainees to identify the reasons why job descriptions are necessary, and to draft appropriate descriptions for their own and other jobs in their societies.

Time : Two to three hours.

Material : Sample job description.

Session Guide :

- 1) Refer to the previous session. Ask trainees to describe the job of a worker employed to assemble the "boats" so that the worker would know what was expected of him. It should be clear that such a job description would not be very difficult to write since only a simple task is involved.

Ask trainees how many jobs in a co-operative are in fact as simple and repetitive as making these "boats". In most societies even the lowest grade jobs are very varied and less easy to describe than this task.

- 2) Ask trainees whether they have written job descriptions in their societies. Ask those who have not:
 - How workers' performance is judged?
 - How workers know what to do when they are not being directly supervised?
 - How questions of demarcation or "who does what" are settled?
 - How new entrants are informed about their responsibilities?
 - How supervisors can ensure that all the tasks which they wish to delegate to others are in fact covered?

Trainees may object that many holders of low grade positions cannot read or write. Point out that a written job description is never-

theless essential for briefing them and for ensuring that every job that has to be done is allocated to somebody.

- 3) Ask any trainees whose co-operative societies have written job descriptions to describe how they are used. It may be that in some cases they were prepared at some time but are not used and have therefore been allowed to become out of date and incorrect. Find out if this has happened in any trainee's society, and discuss why. Job descriptions like many other management techniques are of no value unless they are used. It is important for trainees to understand not only how to write but also how to use job descriptions.
- 4) Distribute copies of the Handout and go through it with trainees. Stress the following points:
 - The job description consists of six parts:
 - 1) The job title.
 - 2) The position or person to whom the job holder is responsible.
 - 3) The people and things for which the job holder is responsible.
 - 4) The purpose of the job.
 - 5) The duties, or what the job holder actually has to do.
 - 6) The measure of performance by which the job holder will be judged.
 - The job description includes a "catch-all" phrase to cover any special or unusual tasks which may be given to the job holder from time to time.
 - The job description is brief but clear. It is not a legal document but a working tool.
- 5) Ask trainees to comment on the job description.
 - Is it similar to those used by their societies?
 - If not used, would it be possible for trainees to prepare such a description?

6) Ask trainees who have job descriptions in their societies:

- Who prepared them?
- How were they prepared?

They may refer to consultants or management. Ask whether or not the existing job holders were involved in the process.

Stress that they should be, in that they know more about what the job actually involves than anyone else.

7) Ask trainees who do not have written job descriptions for their own jobs, to prepare such descriptions. Tell them to follow the structure of the example given in the Handout, with any modifications that may have been agreed on by the group during the subsequent discussion.

Any trainees who already have job descriptions for their own jobs should be allocated as "consultants" to those who do not, to assist with the writing task.

8) Allow up to thirty minutes for this. If possible there should at this stage be an interval to allow time for a selection of the completed descriptions to be typed and reproduced for distribution to the other trainees. Ask trainees whose work has been distributed to go through the description with the whole group, assisted by their "consultant(s)", if any. They should:

- Explain any parts that are not clear.
- Describe ways in which they solved any difficulties.
- React to suggestions by showing why they are unacceptable or by amending the job description accordingly.
- Describe in detail any points where they found difficulties because the actual job was not clear since responsibilities and duties require clarification.

If copies cannot be distributed, the selected trainees should be those with the shortest job descriptions, which should be summarised and written on the chalkboard/OHP.

9) Ask trainees who have completed job descriptions to say how they will use them on their return to their societies. They should be in a position to:

- Show their supervisors, President, Committee Members and others the document, and obtain confirmation of its content and agreement to introducing such descriptions both for their own positions and those of other staff in the Society.
- Use the job description as an example to colleagues in order to encourage them to produce their own job descriptions.
- Use the job description as the first step in preparing job descriptions for all their subordinate staff, in consultation with them.

The task of preparing the job descriptions will in itself be valuable in that it will almost certainly focus attention on areas of overlapping or omitted responsibility which can be corrected.

The completed descriptions may also be used:

- As a basis for the annual appraisal interview (see Topic 10).
- For briefing new recruits.
- When re-defining responsibilities and re-organising for new situations.
- For reference in the event of disagreement or dispute.

Sample Job Description

Job Title : Warehouse Manager of the Agrarian Co-operative Society.

Purpose : To manage the Society's Warehouse.

Responsible To : The Secretary of the Society.

Responsible For : The Warehouse staff, the building, the equipment, the stock and the accounting documents.

- Duties :
- 1) To manage the Warehouse and to take particular responsibility for:
 - Ensuring that all stock records are kept up to date.
 - Recruiting, training, motivating and if necessary dismissing staff.
 - Ensuring that the Warehouse is clean at all times.
 - The security of the Warehouse.
 - Ensuring that stocks are at the appropriate level.
 - Ensuring that all price information is up to date.
 - Reporting any irregularities to the Secretary.
 - Inspecting all goods received and dealing with any quality problems.
 - Stock-taking at regular intervals as determined by the Auditors.
 - Co-operating in arrangements for the receipt and dispatch of vehicles in accordance with the needs of suppliers, members and customers and the economical operation of the Warehouse.
 - 2) To ensure that the staff are honest and that their morale is encouraged.
 - 3) To perform such other duties as may from time to time be required by the Secretary of the Society.

Measure of

Performance :

- The appearance and general neatness of the Warehouse.
- The state and accuracy of Warehouse records.
- The turnover of Warehouse staff.
- The costs of operating the Warehouse in relation to stock movements.
- The number of unfulfilled orders.
- The stock level in relation to turnover.
- The percentage of leakage determined at stock-taking.

selection and recruitment

- 4.1 Who To Look For
- 4.2 Attracting Applications
- 4.3 Short Listing
- 4.4 Interviewing

SESSION 4.1

WHO TO LOOK FOR

Objective: To enable trainees to prepare suitable specifications for employees as a basis for effective recruitment and selection.

Time: One to two hours.

Session Guide:

- 1) Ask trainees to write down at random as many things as possible that they would look for when recruiting and selecting a store-keeper.
- 2) While trainees are thus occupied, divide the chalkboard/OHP into five sections. Head these sections A, B, C, D and E without further explanation.
- 3) After about fifteen minutes ask trainees to call out items they have written, one at a time. Without explaining why, write each one down in the respective section as follows:
 - A - Physical Attributes (e.g. "Living within ten minutes' walk of the society" or "strong enough to lift 50 kilogram sacks".)
 - B - Paper Qualifications (e.g. Passed Standard 7 at least.)
 - C - Work Experience (e.g. At least one year's work in some position in store.)
 - D - Specific Skills (e.g. Able to set up and run a simple bin card system.)
 - E - Attitudes (e.g. Honest and hard-working.)

When you have arranged the items under each category A to E, ask them to rank the completed categories in order of importance. Attempt to show that paper qualifications are less important than attitude and experience, and that specific skills can probably be taught if they are lacking. An ideal ranking might be A, E, C, D, B.

- 4) Divide trainees into an even number of syndicates. There should be between three and five people in each. Ask one pair of syndicates, independently of each other, to draw up a specification for a watchman, under the five headings and setting priorities as above. A further pair should do the same for an accountant and another for a secretary. If there are further pairs of syndicates after this, allocate them the same or other similar co-operative society jobs.

- 5) Allow up to thirty minutes for this. Reconvene the group and ask a syndicate to write down their suggestions and specifications for a watchman on the chalkboard/OHP. Ask the other syndicate from that pair to state where they differed. Ask the rest of the group to comment on their differences and attempt to produce a generally agreed upon specification for the watchman's position. Carry out the same procedure for the accountant and the secretary and for whatever other positions which may have been covered. Ensure that at least one trainee records the finally agreed upon specifications and priorities.

- 6) Ask trainees to suggest how they would ascertain whether a given candidate conformed to the specifications of each of the five types:

Physical Attributes : Questions and observation, possibly confirmed by medical check.

Paper Qualifications : Checking certificates.

Work Experience : Questions, checked by reference.

Specific Skills : Questions, references and brief tests.

Attitudes : References, interview and "intuition".

SESSION 4.2ATTRACTING APPLICATIONS

Objective: To enable trainees to design and implement appropriate methods of attracting suitable applicants for a job.

Time: One to two hours.

Material: Storekeeper's Job Specification.

Session Guide:

- 1) Ask trainees whether there is any shortage of applicants for most jobs in co-operative societies. They will probably answer that there are not.

Ask trainees whether all or even most co-operative societies are efficiently staffed at all levels. They will probably answer that they are not.

Ask trainees why these two situations can exist at the same time. There are many applicants but not enough of the necessary quality.

Ask trainees whether all co-operative societies are equally effective. They will answer that some are better than others.

This clearly implies that some societies have been able to obtain better staff than others. After completing the job specification such as is described in the previous session, the next task is to attract the best applications for the position, so that the society will be able to choose the most suitable person.

- 2) Ask trainees to suggest possible ways of attracting applicants for a position in a co-operative society. They should mention the following:
 - A notice within the society, for existing employees interested in transfer or promotion.
 - Announcements in the press.

- Inquiries with other societies.
 - Word of mouth advice to suitable applicants or people who may know such applicants.
 - Notice within a co-operative college, institute of management or Ministry of Co-operatives.
 - Announcements to members, for information and possible applications from them or people known to them.
- 3) Ask trainees whether the objective of a publicity campaign to advertise a vacancy should be to attract as many applicants as possible. Stress that this is not the objective. The campaign should produce a reasonable number of applicants, of the right quality.
- 4) Ask trainees to suggest what information should be included in an advertisement or notice about a vacancy in a co-operative society. They should mention:
- The name and location of the society.
 - The job title.
 - A brief description of the tasks to be performed.
 - The starting date.
 - A statement of any prerequisites such as prior experience or paper qualifications.
 - The salary range and any significant fringe benefits such as housing.
 - The name and address to which applications should be sent.
 - The final date by which applications must be received.
- 5) Ask trainees why more suitable applicants reply to some job announcements but not to others.
- The announcements are clearly and prominently displayed.
 - They appear in journals or places which are regularly seen by the right type of potential candidates.
 - The necessary information is given.
 - The Society itself, and the medium through which the information is received, have good reputations.

- 6) Refer back to the job specification produced during the previous session for the storekeeper. Ensure that all trainees have a copy of this specification (if necessary, use the specification provided at the end of this session). Divide them into syndicates and allow up to forty-five minutes to decide what medium should be used to publicise the position and to design the actual advertisement or poster, assuming that an advertisement would be ten centimeters by eight centimeters and a poster would be A.4 size, as is the paper on which this book is printed.
- 7) Reconvene the group. Ask each syndicate briefly to list the media, to pin the poster (if any) on the chalkboard and to hand round their press advertisement (if any) for comparison with other syndicates. If possible adapt the size of advertisement to fit local newspaper column widths and ask trainees to stick their advertisement layout on to a copy of the local newspaper, to give an impression of how it would appear.

Syndicate answers will differ, but a suggestion is as follows:

- Poster on Alpha Co-operative Society notice board.
- Advertisement in a newspaper read regularly by people of the income group aimed at.
- Word of mouth publicity to Committee Members and other influential people, together with subtle implied encouragement to any existing employees who appear to be qualified but may not apply on their own.

Sample poster:

VACANCY

ALPHA CO-OPERATIVE SOCIETY

Requires as soon as possible a

STOREKEEPER

Duties: To manage the Farm Supply and Members' Produce Store, to control two staff members and to maintain necessary records.

Qualifications: At least Standard VII or equivalent familiarity with calculations and documents, with preferably two years or more experience in a general store at any level.

Salary: In the range of \$80 to \$120 per month, plus medical and superannuation benefits.

APPLICATIONS IN THE APPLICANT'S OWN HANDWRITING MUST REACH:

THE SECRETARY
ALPHA CO-OPERATIVE SOCIETY
P.O. BOX 9
ALPHAVILLE

BY 30th NOVEMBER AT THE LATEST

Sample Advertisement

The Alpha Co-operative Society requires a

STOREKEEPER

to manage Supply and Produce Store, supervise two staff members and to maintain records.

Standard VII or equivalent familiarity with calculations and documents, plus if possible at least 2 years experience at any level in a general store.

Salary: Range \$80 to \$120 per month plus benefits.

Applications in applicant's own handwriting must reach The Secretary, Alpha Co-operative Society, P.O. Box 9, Alphaville by 30th November 1986 at latest.

8) Stress:

- Such a poster does not require anything except a typewriter and a pen and ruler. A Society is judged by the appearance of such notices, not only by prospective job applicants but by members, employees, suppliers, Government and customers.
- Newspaper staff may offer to "lay out" advertisements for the client. They should be guided as to what is important (the Society's name, the job title, the application date) so that it is duly emphasized.
- Posters and advertisements are less effective if they contain too much information. Ask trainees to examine advertisements of vacancies in a local newspaper and to state which ones stand out and which ones do not. It will not necessarily be the biggest, but those with the clearest layout and most space between words.

9) If some trainees are likely to be hiring managerial, accounting or other staff, repeat the exercise with other positions for which job specifications produced in the previous session would be suitable.

Storekeeper's Job Specification

Alpha Co-operative Society, P.O. Box 9, Alphaville requires a Storekeeper to supervise the Farm Supply and Members' Produce Store, assisted by two labourers. He must be able to start as soon as possible. The salary will depend on qualifications and experience but will be in the range of \$80 to \$120 per month, together with normal superannuation and medical benefits. Job specification is as follows:

Physical Attributes: Fit, one metre seventy centimetres minimum height, no disabilities affecting capacity to lift and carry heavy objects.

Paper Qualifications: None required, but minimum Standard VII preferred.

Work Experience: Preferably two or more years experience at any level in a general store, co-operative or otherwise.

Specific Skills: Familiarity with numbers and documents, able to maintain bin cards and standard stock ledger systems. Able to allocate and motivate staff.

Attitudes: Total honesty, willingness to share physical work with subordinates when necessary, flexible and readiness to work excess hours and to respond to urgent needs for special order goods and so on.

SESSION 4.3

SHORT LISTING

Objective: To enable trainees to produce a short list of candidates from a number of initial applicants.

Time: One to two hours.

Material: Sample Replies.

Session Guide:

- 1) Remind trainees that advertising for applicants is only the first, and perhaps the easiest, stage of recruitment. A good advertising campaign, which need never use paid announcements at all, will produce far more applications than can economically be interviewed. How can the potentially good ones be distinguished from the others on the basis of the applicants' letters only?
- 2) Divide trainees into syndicates. Ensure that each has a copy of the poster and advertisement produced during the previous session. Give each syndicate a set of the application letters which should if possible be modified to suit local conditions. Allow syndicates up to forty-five minutes to complete the assignment.
- 3) Reconvene the group and ask each syndicate to write its ratings on the chalkboard. Discuss any significant differences and ask trainees what information, in addition to its specific content, an application letter can give about an applicant.
 - His ability to be neat.
 - His seriousness in applying.
 - His ability to follow instructions.
 - His literacy.
 - His ability to present himself in an organised way.

Which of these are important for the Storekeeper's job as described in the specification produced in the previous session?

4) Stress that applications from workers in the co-operative should receive special treatment:

- They should be included in the short list for interview if at all possible.
- They should usually be preferred for final selection, even if outside candidates appear marginally preferable on interview.

Ask trainees why this may be so:

- They are known in the society, and any hidden "vices" are more likely to have been revealed.
- They themselves know the people and procedures of the society.
- Promotion from inside encourages other staff to stay and to attempt to advance themselves within the society.

Ask trainees when outside applicants may be preferred:

- When there is a need for "fresh blood" to bring new ideas.
- When the existing system is seriously corrupt or inefficient and existing staff is apparently conniving, or at best, unable to break out of the situation.

5) It is difficult but important to discuss openly the problem of pressure from senior officials or relations to favour particular candidates. Resistance to such pressure often leads to a manager losing his job. How should the problem be dealt with?

- Objective written tests should be used if applicants appear to enjoy "illegitimate" support. It is more difficult to over-ride a score in a test of this sort.
- Candidates of this sort should if possible be invited for interview.
- If at all possible supporters should be on the interview panel so that their support for clearly unsuitable candidates is brought into the open.
- If such a candidate has to be appointed, the damage should be minimised by removing some aspects of the job and by subtle attempts to encourage him to leave.

Ask trainees to recount experiences with this sort of a problem. The very act of sharing such problems in the open, even if no solutions are immediately evident, will at least help trainees to realise that they are not alone in suffering difficulties of this kind.

- 6) A possible order for the sample application list is as follows, but it is important to allow trainees to come to their own conclusions.
- E, F and G should be interviewed.
 - Remaining order, 4 = C, 5 = H, 6 = D, 7 = B and 8 = A.
 - If either of the two "supported" candidates must be interviewed, he should be replaced by G or F, in that order of preference.

Short Listing the Storekeeper

The Alpha Co-operative Society advertised for a Storekeeper to replace the present holder of the job who had taken a position with a large private sector company. Eight applications were received. It was not yet decided how many candidates the Interviewing Board would be able to see. They would certainly have time for three. The Secretary was asked to make a short list of three, in no particular order, and to rank the remaining five so that if further applicants could be interviewed the Interviewing Board would know which to call next.

Application A

c/o Cheruget School,
P.O. Box 14,
Cheruget.

Dear Sir,

With reference to your advertisement in The Centreville Times I should like to apply for the position of Storekeeper with your organisation.

I completed Form II in 1977 and have since then been employed as a Clerk in the Ministry of Health.

I look forward to your favourable reply.

Yours faithfully,



MALCOLM

Application B

Dear Sir,

With reference to your esteemed advertisement in the excellent journal *The Centreville Times*, a posters observed at the premises of Abdul Misrah the supplier of agricultural requisites, in the Post Office & other places frequented by people interested in positions in your renowned Society, I should like most humbly to submit my respectful application for consideration for the position of Storekeeper.

My educational programme was unfortunately interrupted at the conclusion of Standard VII by the decease of my respected father, & since that unfortunate occurrence I have sustained myself & my family & relatives with employment in a number of positions in Government corporations; my present employment is as Clerk in the Central Clerical Stores Department of the Ministry of Works where I am allocated the responsibility for issuing & receiving stocks of envelopes, papers, pencils, pens & other sundry articles of stationery for use in the Ministry. I have endeavoured to the best of my humble ability to acquit myself honourably in this task, but I wish to avail myself of the opportunity presented by your esteemed advertisement in order to advance myself further in my chosen career.

I should be everlastingly grateful if your esteemed Society was able generously to consider my application, & I humbly await your response.

Faithfully & humbly your servant
Suharto

Application C

% P.O. Box 343
Bentville

Dear Sir,

Thank you for your advertisement about the Storekeeper's job. I think I am able to do the job, I read and do sums very well, and I work in a retail shop for five years. I hope you reply kindly to my offer. Thank you.

Thank you.

Leekwan

Application D

P.O. Box 591
Centreville.

Dear Mr. Secretary,

I wish to apply for the vacancy for a Storekeeper in your Society. Please send me further details.

Yours
Charan.

Application E

P.O. Box 864,
CENTREVILLE.

Dear Sir,

With reference to your announcement I should like to apply for the Storekeeper's position.

Details of my experience and qualifications are as follows:

- Age 27.
- Completed Standard VII in 1970.
- Previous Experience
 - 2 years National Youth Service
 - 4 years Storeman for The Centreville Fertilizer Company
 - 4 years Stores Manager, Beta Co-operative Society

I hope my application will be favourably considered.

Yours faithfully,

Khan.

Application F

C/o P.O. Box 895
Alphaville.

Dear Secretary,

I should like to submit my application for the Storekeeping job advertised by your Society.

I am 35 years of age and I have for the past ten years worked in my family farm supply business in Gamma Town. Competition and increased prices mean that the business has been closed; I hope that I may receive the favour of an interview.

Mrs Candi.

Application G

In Confidence

Alpha Co-operative Society

Sir,

I have seen the poster on the Society's notice board and I should like to apply for the position of Storekeeper. As you know, I have worked as a labourer in the Society's stores for the past two years, and I believe I have given satisfaction.

I have on some occasions helped with the bin cards and ledgers, and I believe I could complete the task effectively.

Yours faithfully,
Ebert.

Application H

c/o Alpha Cooperative Society
P. O. Box 9,
Alphaville,

Dear Secretary,
I should like to apply for the
vacancy in your Society. My family
have been members of your
Society since its foundation; I have
worked in my uncle's retail shop
and I am familiar with book-keeping.
I look forward to your favourable
reply.

Yours Sincerely,

Nixon

Application I

The Permanent Secretary's Office

Ministry of Co-operatives

P.O. Box 2

Centrevizze

Dear Joe,

I thought I should let you know that the Minister is very keen that the storekeeper's job in your society should go to his cousin Mr. Charan. I believe the boy could do the job, and I am sure that if he gets it your problem with the latest loan extension request will be solved rather more easily; you know how things are here.

Bill

Application J

INTERNAL MEMO

ALPHA CO-OPERATIVE SOCIETY

TO: The Secretary

FROM: The President

I believe that my nephew Nixon is applying for the Storekeeper's position in our Society. I know he is well qualified and I am sure you will give him every consideration; it is nice to have a family feeling in a Society such as ours.

SESSION 4.4

INTERVIEWING

Objective: To enable trainees to interview job applicants effectively.

Time: Two to three hours.

Material: Role play briefs, application letters and job specification from previous session.

Session Guide:

- 1) Explain that when a job is advertised a large number of applicants are most likely to apply. But only one can get the job and the rest have to be sorted out. This is mostly done by interviewing.

To be effective as an interviewer one has to know the job requirements. It is advisable to write down questions in advance and also to design and use a scale to rate responses.

- 2) Select six articulate trainees sometime before the session, three to play the role of the Interviewing Committee and three to be the Job Applicants. Give them the role play briefs well in advance. These should not be shown to one another. The trainees nominated as Interviewers should have the Application Letters E, F and G from the previous session, and each of the Interviewees should have his/her respective application letter. Ask the six trainees to "think themselves" into their roles and nominate one of the Interviewing Panel Members to be Chairman for each of the three interviewing sessions. Warn them that there will be a maximum of fifteen minutes per interview and ask them to remain outside the room for a few minutes at the beginning of the session. Prepare an "Interviewing Room" in full view of the rest of the class, with a table with three chairs on one side and one on the other.
- 3) At the beginning of the session remind trainees, except the six nominated ones, about the Storekeeper's job for which a short list

was produced in the previous session. They are now to observe the interviews taking place.

- 4) Copy guidelines below and distribute among trainees. Ask them to evaluate the performance of the interviewers they are about to see.
 - Did the interviewer appear familiar with the information contained in the original application by each candidate?
 - Did his questions appear to have a bearing on the subject or did they appear irrelevant?
 - Did his own prejudices or feelings come out strongly?
 - Did he appear familiar with the details of the job for which he was interviewing an applicant?
 - Was he encouraging and cheerful and apparently attempting to help the candidate feel at ease and to show his best?
 - Did he listen or talk (an interview should be at least 80% occupied by the interviewee talking)?
 - Did he probe the interviewee's points of weakness or ignorance or did he encourage him to show what he could do?
 - Did he appear interested in the applicant and anxious to help him find a position which was suitable for him, whether it was the Storekeeper's job or not?
 - Was the interview well controlled and structured?

- 5) Call in the Interviewing Panel. Ask them to occupy the three chairs and to call in the first candidate when they are ready. The order should be as they prefer.

Ensure that all trainees are quiet and that they do not disturb the interview. Allow up to fifteen minutes for each interview, and ask the trainees to note down their comments as the interviews proceed without saying anything.

- 6) When all the interviews have been completed, ask the Panel to leave the room and to decide which candidate should be chosen. Ask the remaining trainees to make the same decision themselves on their own.

- 7) Reconvene the group. Ask the Panel to say whom they chose, and why, and invite trainees with different views to comment and discuss the relative advantages of each candidate.

- 8) Ask the interviewees to comment on the Panel as they saw it from the applicant's point of view:
 - Did they feel that they had a fair hearing?
 - Did they have the opportunity to ask questions about the job?
 - Did they feel that the Panel put them at their ease so that they gave of their best?
 - Did they feel that any disabilities which they might have wished to conceal were in fact brought into the open?
 - Did they feel that the interviewers cared about them as people?

- 9) Ask the remaining trainees to comment on the Panel's performance on the basis outlined in item "4)" above. Summarise that list of questions as a check-list for effective interviewing.

- 10) Explain that despite the universal use of interviewing for selection, very little information is available on its reliability and validity as an effective tool of selection.

Role Play Brief: Secretary, Alpha Co-operative Society

You, the President and the Vice-President of the Society are about to interview the short-listed candidates Khan, Candi and Ebert (Letters E, F and G) for the Storekeeper's position in the Society. You are very worried about the way the Store is managed at the moment. The whole place is very disorganised and untidy. Goods cannot be found, thefts are common and undiscovered and the space is being very poorly used. The Storekeeper who recently left had for some time not been paying proper attention to his job.

You want to find a person who appears to have a neat approach to everything and who seems able to enforce his/her will on staff who may have got into very bad habits. You prefer young people to "old stagers" and you think that a little practical experience is worth more than impressive paper qualifications.

Cut Here

Role Play Brief: President, Alpha Co-operative Society

You, the Vice-President and the Secretary of the Society are about to interview the three short-listed applicants, Khan, Candi and Ebert (letters E, F and G) for the Storekeeper's position in the Society. You are a co-operative farmer of the "old school". You know that the Secretary is worried about the Stores, but they have always been the same and you rather think that all that is needed is somebody to keep things as they are. You mistrust young people, women, private business and Government, and anybody who has worked in the latter two types of organisation, and you believe that the co-operative movement is the only hope for your country. You hope that you can find a steady, honest, practical man who is a firm co-operator at heart to appoint to the job.

Role Play Brief: Vice-President, Alpha Co-operative Society

You together with the Secretary and the President of the Alpha Society are about to interview the three short listed candidates for the Store-keeper's job, Khan, Candi and Ebert (letters E, F and G). You are in a great hurry, and you only agreed to be on the interview Panel or indeed to be Vice-President of the Society at all, because of your political ambitions. You know very little about the Society and have never been in the Stores, since you are not a very active farmer and you do not generally attend Committee meetings. You hope that whoever is appointed will think that he/she owes the appointment to you and will therefore join the ranks of your political supporters.

Cut Here

Role Play Brief: Mr. Khan

You are very nervous and anxious to get the job of Storekeeper with the Alpha Society. You enjoyed your similar job with the Beta Society which is a far smaller society in a nearby village. In four years with this Society you brought the Store to a high pitch of efficiency and you only left because you stopped the Chairman's brother when he was trying to steal some goods. The Chairman insisted that you should be dismissed and the Manager could not stand up for you.

You have some idea that the Vice-President of the Alpha Society has political connections with the Chairman of the Beta Society but you are not sure about this.

Role Play Brief: Mrs. Candi

You are very keen to get the job as Storekeeper in the Alpha Society because there are very few openings available for women and you have four children to support on your own since your husband died. In your family retail store you were used to stacking heavy goods and to maintaining a simple stock record system, and you were also responsible for ordering and paying for all goods. You are familiar with the Alpha Society's Store and you are sure that you could easily make a tremendous improvement in its management by applying some of the simple ideas and techniques you developed in your work at the family retail shop.

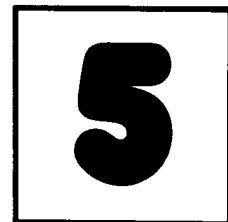
Cut Here

Role Play Brief: Mr. Ebert

You are quite sure that you deserve and that you will actually get the Storekeeper's job. You have been virtually acting chief storeman for some time before the old storeman left, because he was often absent. Since he left some two months ago you have officially occupied the position of Acting Storekeeper.

You know that the Store is badly managed. You mistrust systems and written records although you know that some are necessary. You prefer to know where everything is and how much there is of it yourself. In fact you have most of this information in your mind at the moment about the Alpha Society's Stores. You believe that you can manage the Store very well on this basis, and the other labourer has told you he would like you to get the job. You are confident that you will.

topic



staff information

SESSION 5.1

STAFF INFORMATION

Objective: To enable trainees to ensure that staff are fully informed of their rights and responsibilities on entry, and that the necessary information about staff is recorded at all times.

Time: Two and a half hours.

Material: Sample Co-operative Society Employee Record Cards.

Session Guide:

- 1) Divide the trainees into two groups. Refer them to the Storekeeper's position which was filled in Session 4.4. Ask the first group (A) to imagine themselves in the position of the newly recruited Storekeeper. They should list all the questions about the terms and conditions of service which they think should be answered before starting the job.
- 2) Ask the other group (B) to imagine themselves to be the Manager of the employing Society. They should list all the information which they believe should be included in the terms and conditions of service to be applied to the post. They should not concern themselves with details; just list the items of information to be included.
- 3) Separate the two sub-groups and allow them fifteen minutes to complete the task. The time limit is important and should be strictly maintained. The objective is for each side to produce as complete a list as possible. Any unanswered question listed by Group A wins them a point, and any piece of information listed by Group B which was not requested by Group A wins them a point. The winning group is that which wins the most points. Stress at the start that the Instructor's judgement as to the reasonableness of items and questions, and settlement of disputes as to whether an answer fits a question or not, is final.

- 4) Collect the lists at the end of the fifteen minutes period. Reconvene the Groups and ask a spokesman for Group A to read out their first question. The spokesman for Group B should read out their reply if it has been covered. Otherwise Group A wins the point. The Instructor must check that the spokesmen do not write in new answers or questions. They must read verbatim from their original lists.

- 5) Continue the process until both sides have exhausted their questions and answers. If neither group has included any of the following items, point out the omission after the "game" has been completed.
 - Job title.
 - Working hours.
 - Place of work.
 - Responsibility.
 - Wages.
 - When and how wages are paid.
 - Pension arrangements.
 - Timing and basis of award of increments.
 - *Housing or housing allowance.
 - Holidays.
 - *Medical care or insurance provided.
 - Absence permitted for sickness without doctor's notice.
 - Absence permitted for sickness with doctor's notice before dismissal.
 - Responsibility for unexplained losses in the area for which he is responsible.
 - Duration of any trial period.
 - Period of notice required before dismissal.
 - Written warning procedure required before dismissal.
 - Retirement age.
 - *Clothing or uniform allowance.
 - *Eligibility for Society goods or services at reduced prices.

- 6) Stress that only the starred items are optional. If they are not included in the terms of service there is no reason for an employee to claim that he is entitled to them. It may nevertheless be reasonable to point out to a new employee that such facilities are not available.
- 7) Trainees may feel that the list is unnecessarily long. Show by example how lack of information on any one of the items can lead to misunderstanding and even to legal action.
- 8) Ask trainees how the terms should be made known to a new employee, who may not realise that he should have the information and may be illiterate.
- The terms should be written in the local language, using simple words and phrases.
 - Whoever is dealing with the new recruit must explain the terms and conditions very carefully to him or her. Since recruits may be unwilling to admit that they are not good at reading, it is important to check that everyone understands what he has "read".
 - The terms and conditions must be signed (or marked) as understood and accepted.
- 9) Ask trainees what sort of staff records are kept in their societies. What information is retained about employees once they are employed and regularly brought up to date?

Trainees may give one or more of the following answers:

- Staff records (e.g. an employee record card).
- Copy of the original application.
- Copy of the appointment letter.
- Medical certificate.
- Copy of the education certificates.

Allow trainees on their own five minutes to list what an employee record card should contain. Stress that excessive information can cost money to collect and retain. An employee record card should only contain what is necessary.

10) The main information which should be recorded and retained is as follows:

- Name.
- Age.
- Marital status.
- Name and contact address of next of kin to be notified in case of accident.
- Salary increases.
- Warnings.
- Promotions.
- Date started.

Ask trainees why each item is important, to ensure that all understand the reason for its inclusion.

11) Ask trainees who is responsible for keeping such a record. In most societies the manager himself should keep a simple card for each employee, containing this information and regularly brought up to date. Managers may care to add additional information for the purposes of annual performance appraisal and so on.

Ask trainees to show or describe any forms they use in their societies for regular recording of details about staff. If they do not have such cards, allow trainees up to ten minutes on their own to design a suitable layout to accommodate the necessary information.

12) Ask one or two trainees to reproduce their suggestions on the chalkboard/OHP. If necessary, show the following as a possible example:

CONFIDENTIAL

Employee Record Card

Name: _____ Married/Single Children: _____

Date of Birth: _____ Date Started: _____

Next of Kin: _____

Starting Pay: _____

Increments: Date: _____ Amount: _____

Warnings: Date: _____ Subject: _____

Starting Position: _____

Changes Date: _____ Position: _____

topic



remuneration

- 6.1 Why Are People Paid What They Are?
- 6.2 Payment By Time Or By Results ?
- 6.3 Equity And Earnings

SESSION 6.1WHY ARE PEOPLE PAID WHAT THEY ARE?

Objective : To enable trainees to identify the various influences on salaries, and to assess their impact on particular salary levels.

Time: One to two hours.

Session Guide :

- 1) Select four or five levels of jobs in a typical co-operative society. The choice will depend on the size and structure of local societies, but they might be:
 - Unskilled Labourer.
 - Driver.
 - Typist.
 - Accountant.
 - Manager.

- 2) Write the list of jobs on the chalkboard/OHP, in random order, not according to seniority or wage level, and make up a table of the following form:

Job	Hardship	Shortage	Responsibility	Training	Authority
Typist					
Labourer					
Manager					
Accountant					
Driver					

- 3) Explain to trainees that the headings are shorthand expressions for the following statements:

Hardship: This job is one which most people would find the hardest.

Shortage: This job is one for which very few people are qualified.

Responsi-
bility: The holder of this job can, if he or she does well, bring tremendous benefit to the society, but if it is done badly the job holder can destroy the society.

Training: This job is one which requires a great deal of formal training.

Authority: The holder of this job has the greatest authority and is in charge of many people.

- 4) Divide trainees into five syndicates. Allocate one of the five columns or statements to each. Allow the syndicates up to fifteen minutes to rank the five jobs from 1 to 5 according to the degree to which they judge that the statement applies to each job.

If, for instance they believe that the Accountant's job would be the hardest, they should rank the Accountant "1" under Hardship, followed by, that which they felt to be the second hardest down to number "5" for the job which they felt would be the easiest.

- 5) Collect the syndicates' lists and then, and only then, ask each syndicate to decide how the five factors should be weighted in terms of their importance in determining wage and salary levels. Ask each syndicate to assume that they have ten "points" to allocate between the five factors. If they believe that each factor should have an equal weight, each should be given two points. If they believe for instance that "Responsibility" should not be considered at all, and that "Hardship" is twice as important as "Authority", "Responsibility" should receive nil, "Hardship" 4 and "Authority" 2 points.
- 6) Reconvene the group and write each syndicate's job rankings on the table. Opinions will differ but minimize discussion in order to aim at a generally agreed list as soon as possible. This might be as follows, for example:

Job	Hardship	Shortage	Responsibility	Training	Authority
Typist	5	4	4	2	4
Labourer	1	5	5	5	5
Manager	2	2	1	3	1
Accountant	4	1	2	1	2
Driver	3	3	3	4	3

- 7) Ask each syndicate to state how they allocated the ten points between the five factors. If there are important differences, average out the five syndicates' conclusions by adding up their totals and dividing by five. Apply these weightings to the rankings given for each job, and total the resulting ranks in a new column total on the right hand side of the table.
- 8) Rank the jobs from 1 to 5 according to the total of the weighted factors. Add a further column to the right hand side by asking trainees to state the salary rankings of the five jobs. An example of the completed table might be as follows:

Job	Hardship	Shortage	Responsibility	Training	Authority	Total	Ranking	Salary Rank
Typist	5	12	12	2	8	39	4	3
Labourer	1	15	15	5	10	46	5	5
Manager	2	6	3	3	2	16	1	1
Accountant	4	3	6	1	4	18	2	2
Driver	3	9	9	4	6	31	3	4
Weighting	x1	x3	x3	x1	x2			

- 9) Explain that if trainees' views on the job rankings and weightings are really representative of the basis of salaries, the last two columns should be the same. Discuss any inconsistencies. Why for instance, are typists in the above example paid more than drivers although the weighted average ranking would give drivers more than typists?

Ask trainees whether and why some factors have been ignored, and if so, why.

Discuss the influence of Trade Union pressure, outdated or irrelevant Government salary scales. How can a co-operative society endeavour to correct imbalances of this sort?

- 10) Ask trainees whether there are too many or too few suitable applicants for certain jobs. Is this because wage levels do not reflect supply and demand so that certain jobs are overpaid while others are underpaid? How can this be corrected by an individual society?
- 11) If wage levels are fixed by an outside authority such as the Registrar or Ministry of Co-operatives, discuss how an individual society can change the total remuneration package in order to redress imbalances. How can a job be made more attractive, if the salary level is lower than it should be?
- Legitimate fringe benefits such as housing or free or subsidised services.
 - Status enhancing factors such as titles, uniforms, reserved parking spaces.
 - Good facilities such as offices and working conditions.
- 12) Stress that most co-operative societies do not produce an adequate surplus on their operations. If some salaries or fringe benefits are to be increased, others must be reduced to avoid increasing total costs. Which should these be? How can trainees reduce the costs associated with their own employment.

SESSION 6.2PAYMENT BY TIME OR BY RESULTS?

Objective : To enable trainees to appraise various payment methods and to select the appropriate one for a given job.

Time : Two hours.

Material : Six packs of approximately 500 sheets of cheap paper or waste paper each. A small and unobtrusive mark should be put on the sheets to identify the 50's and 100's, but not at exactly these points, i.e. at say 47, 103, 154, 207. The actual numbers and marks should be carefully recorded.

Six small sums of money, equivalent to about 10 cents each in local currency.

Handouts A and B.

Session Guide :

- 1) Select six (or possibly four) trainees at random. Ask them to remain outside the classroom for the first few minutes, and give half of them Handout A and the other half Handout B to read while they are waiting. They should not talk to each other or share the contents of their briefs in any way.

- 2) Ask the rest of the trainees to suggest how the wages of employees in their societies are determined. Once the level and grade of an employee has been fixed, most employees are paid according to how long they work. Some by the month, some by the day and some by the hour.

Ask trainees how most farmers' earnings are determined. Although prices, climate, disease and so on affect the return, how can they themselves influence their earnings? Are the results purely a function of the time they work?

Clearly, farmers' work must be effective if it is to yield results. They are motivated not just to spend more hours working, but

to work hard and intelligently. Are there ways in which co-operative employees can be paid according to results and not just by time?

- 3) Tell trainees that they are about to witness an experiment. Six (or four) trainees will perform an identical task, counting sheets of paper. They will be paid in two different ways:

A - Half will be paid according to the time they spend on the job regardless of results.

B - Half will be paid according to the quantity that they correctly count in a certain time.

- 4) Ask trainees to suggest how the behaviour of the "counters" will be affected by the method of payment. What would they expect in terms of.

- Quantity (sheets counted).
- Accuracy (correct number given).

People paid by results are likely to count more, people paid by time may count more accurately.

Trainees should not be told which trainees are paid on which basis, but should attempt to judge this by observing their behaviour and their results.

- 5) Call in the absent trainees. Each should be seated at a table facing the class, with a heap of paper placed on the table in front of him. They should be placed in random order, and not in two separate groups. At a given signal, they should start work. Allow them five minutes and then stop them. Ask them to state how many sheets they have counted. Check the numbers by reference to the concealed marks previously put on the heaps of papers. Write the results on the chalkboard/OHP and pay the "counters" according to their briefs.
- 6) Compare the actual results with trainees' expectations. Ask the "counters" to describe how they felt about the job. Individual personalities, or the distortion caused by the unnatural situation, may lead to results other than those expected. Ask the "counters"

how they would have behaved if the job had occupied eight hours a day, five and a half days a week for twenty years.

- 7) Ask trainees to suggest how staff occupying the following positions in a co-operative society could be remunerated according to results:
- Labourer in Store (tonnage handled through the Store).
 - Driver (ton/kilometres driven or fuel saved).
 - Seed Packers (quantity accurately packed).
 - Accountant (percentage of surplus earned by the Society).
 - Typist (percentage of surplus earned by the Society).
 - Manager (percentage of surplus earned by the Society).
- 8) The above suggestions are not the only possible ones. Ask trainees to suggest possible dangers of payment by results by reference to these examples:
- If, for reasons beyond the employee's control, the output falls drastically, the employee may receive too low a wage for survival.
 - If, for any reason beyond an employee's control, such as the intelligent use of new machinery, the output rises, he may receive an excessively high wage.
 - The employee may try to work too fast and quality may fall.
 - The employee may work only for the result which is measured. Care of vehicles, services to members etc. may suffer.
 - Employees may complain and stop working effectively when other staff's failure, they believe, has prevented them from achieving the results they aimed at.
- 9) Ask trainees how some of these dangers can be avoided:
- By paying only a bonus of 10% to 20% of salary on results, with the basic salary still depending on time worked.
 - By linking payment of results to group rather than individual output, such as departmental or total society surplus.

- 10) Ask trainees to suggest criteria by which jobs may be judged in order to decide whether they should be paid by results or not.
- The output must be objectively and fairly easily measurable.
 - The quality of the output must be easily checked.
 - The output must be one that can be maximized, with reason, without damaging other aspects of the society's activities.
- 11) Ask trainees to suggest jobs in their societies which possibly could be, or definitely could not be paid on results.

Could not - Auditor, Watchman.

Possibly could - Manager, Driver, Warehouse staff, Processing Factory staff.

Trainees should be encouraged to make specific suggestions which they may implement on their return to their jobs.

Handout A

When you return to the classroom you will be given an uncounted stack of paper. You will be asked to count the sheets but there will not be enough time to count them all since only five minutes are available. You will be paid 10 cents for doing this.

Cut Here

Handout B

When you return to the classroom you will be given an uncounted stack of paper. You will be asked to count the sheets, but there will not be enough time to count them all since only five minutes will be available. You will be paid one cent for every 50 sheets you accurately count.

SESSION 6.3EQUITY AND EARNINGS

Objective: To enable trainees to identify gross inequities in people's earnings within and outside the co-operative sector, and to suggest ways in which they can contribute to reducing these inequities.

Time: One to two hours.

Session Guide:

- 1) List the following jobs, or local equivalents, on the chalkboard/OHP and ask trainees to suggest average earning levels for each.

Job	Developing Country Multiple	Industrialised Country Multiple
Permanent Secretary	120 Y	6 2/3 X
Managing Director of Large Corporation	150 Y	7 X
General Manager of Large Co-operative Union	100 Y	3 X
University Professor	50 Y	3 1/3 X
Manager of Primary Co-operative Society	20 Y	2 1/2 X
Skilled Factory Worker	10 Y	2 1/3 X
University Lecturer	30 Y	2 2/3 X
Primary School Teacher	10 Y	2 X
Clerk in Co-operative Society	6 Y	1 1/2 X
Labourer in Co-operative Society	2 Y	1 1/3 X
Unskilled Factory Worker	2 Y	1 1/3 X
Landless Rural Worker	Y	X

The actual figures are less important than the ratios, and the proportion should be assessed as in the examples given. The figures given under the developing country column on the table are taken from a real country but should not be used unless trainees need the guidance. Write the local multipliers against the list of jobs as in the table given.

- 2) Ask trainees what they presume to be the objective of national development. They will answer in many different ways, but a common feature will be increased wealth, prosperity, incomes or such phrases.

Ask trainees to suggest what might be the equivalent earnings multiples for the same jobs performed in an industrialised country, such as the USA, the UK or Japan. Some may believe that the absolute levels are far higher. Tell them that the salaries of a Permanent Secretary, or a General Manager may be up to two or three times higher in an industrialised country, when converted at official exchange rates, but the cost of living is also higher. In addition industrialised country senior officials often have less opportunities for "extramural earnings" than those in developing countries.

Write the list of industrialised country multipliers on the second column, as shown under item "1)". Stress that the difference in absolute levels is far less than the difference in relative proportions. In the example shown the difference between lowest and highest paid for instance:

- developing country 150 times, industrialised country 7 times.

Stress that underdevelopment can be as much a matter of inequity as of absolute poverty.

- 3) Ask trainees what can be done to improve the situation in their own country. Equity can be improved in two ways:
 - By holding or reducing the earnings of the highest paid.
 - By increasing the earnings of the lowest paid.

Ask trainees how these objectives can be achieved.

- 4) The higher earnings can be reduced by:
- Higher rates of taxation.
 - Better enforcement of taxation.
 - Salary restraint by the higher paid.
 - Control of fringe benefits paid to higher levels.
 - Reduced subsidy for services used mainly by the higher paid such as airlines, high class suburban infrastructure, university education.
 - Free exchange rates to make imports used mainly by rich people more expensive, or high taxation on such imported goods and services.
- 5) Incomes of the poorer people can be increased by:
- Higher prices for crops produced by rural farmers.
 - Rural rather than urban development.
 - Taxes based on earnings rather than on the purchase of commodities.
 - Wage increases skewed to benefit the less paid.
- 6) Ask trainees how their co-operative societies can contribute to some reduction in the national inequity.
- By paying lower paid employees by results, so that they share the benefits of improved productivity.
 - By general efficiency to improve benefits to members who are usually among the lower earners.
 - By making membership control and services genuinely promoted and designed to serve everyone, and not just the wealthier farmers.
- 7) Ask trainees who are the lowest earning people in the region of their society. Some may refer to wage earners or small farmers, but in most rural areas the landless unemployed are the worst off.

How can a co-operative manager or his society help those who are most in need of help, but are not even qualified to be members because they do not farm on their own land?

8) Managers can help the unemployed:

- By adopting appropriate technology in their society (e.g. an extra man rather than a forklift truck).
- By using the services of the "informal sector" for personal and society purchases (e.g. local transport, minor repairs and small purchases).
- By encouraging high productivity (through intelligent application of effort rather than inappropriate mechanisation) and by sharing the benefits through payment by results.

topic

7

motivation

7.1 Why People Act As They Do

7.2 Motivation And Participation

SESSION 7.1WHY PEOPLE ACT AS THEY DO

Objective : To enable trainees to identify why people behave as they do, and to motivate their staff as effectively as possible.

Time : One to two hours.

Material : Case study "The Assembly Experiment".

Session Guide :

- 1) Explain that when people join an organisation they do so to satisfy some of their needs. These needs can be either primary/basic needs like food, water etc. or secondary/ social needs like recognition, egosatisfaction, self-realisation etc.

Motivation results when both primary and secondary needs of an individual are met. The higher the degree of need satisfaction, the stronger the motivation.

- 2) Divide trainees into syndicates. Distribute the handout and allow them up to twenty minutes to complete the exercise.
- 3) Reconvene the group. Unless someone has heard of the Hawthorne Experiment, it is unlikely that anyone will give the "correct" answer. The easy study draws on a number of experiments, but in every case the productivity shows a steady increase whatever the physical conditions. Typical figures are as follows:

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
+ 5%	+ 10%	+ 15%	+172%	+ 20%	+ 22%	+ 23%

This should be revealed to trainees in the most dramatic way possible, to emphasize the point. Ask each group first to give their answers, and build up the suspense before revealing what actually happened. Do not at this time attempt to explain it.

- 4) Ask trainees to return to their syndicates and allow them up to twenty minutes to attempt to explain what happened. Circulate among the syndicates. If necessary give them some "hints" by asking them to identify how the working situation had changed apart from the artificially induced changes in the temperature and so on. Suggest that they draw a plan of the workplace, and lead them to appreciate that the group was segregated and thus aware of itself as a group, and that they were the focus of attention.

- 5) Reconvene the group and ask syndicate spokesmen for their explanations. It should by then only be necessary to confirm:
 - The workers became a small group which could communicate and form its own social system, whereas the vast impersonal crowd in the assembly hall prevented small groups of workers from forming in this way.
 - The continuous attention paid to the group and its production by management made them feel important and this encouraged them to do their best.

- 6) Ask trainees to write down brief descriptions of times when they personally:
 - Felt happy in their work and were highly productive.
 - Felt discouraged and put in less effort as a result.

Ask selected trainees to describe the contrasting situations they have written down. It is unlikely that the positive conduct will be the result of high pay or mere physical comfort, or that the periods of lower effort will be the result of low pay or physical discomfort.

Explain that the factors that make people happy are called satisfiers and include recognition, responsibility, autonomy, sense of achievement, personal growth etc. Factors that make people unhappy or dissatisfied are called dissatisfiers and include job insecurity, poor salary, bad working conditions etc.

Suggest that most people who have a job are able to satisfy their basic physical needs. To maximize their productivity they also need to feel:

- part of a supportive group;
- that they are contributing to something important;
- that they are stretching their physical and intellectual ability to the full.

Confirm this by reference to trainees' experiences.

7) Ask trainees to suggest features of a working environment which would be likely to satisfy these "non-physical needs". Attempt to elicit the following points which should be summarised and listed on the chalkboard/OHP.

- Workers should be physically located so that they make up a small group, with whom they can easily communicate and co-operate in the completion of their task.
- The results of effort should be known to the workers and should clearly be of continuing interest to supervisors.
- Workers should be able to play a role not only in the routine of their jobs but also in other decisions affecting their jobs.
- Every worker should have the opportunity to attempt "harder" work in order to "stretch" him and identify potential for a more responsible position.

8) Ask trainees to identify groups of workers with whom they have particular problems in their co-operative societies.

Ask them to evaluate the working environment of these workers by reference to the standards identified in item "7)" above.

How could the environment be changed in order to satisfy these standards?

Examples of work groups and changes might include:

Drivers:

- Allow an opportunity for them to work together on regular occasions for vehicle cleaning, maintenance or other tasks where they need not be driving.

- Allow them to participate in scheduling and vehicle purchase decisions.

Typists

- Do not prevent informal discussions between typists.
- Allow typists themselves to allocate work among the group.
- Allow typists to suggest layout for documents and to participate in stationery and typewriter purchase decisions.

The Assembly Experiment

The Managers of a big factory making electric equipment were anxious to improve productivity, particularly in the assembly hall. This was a big building where about two hundred people sat at benches assembling equipment from a number of different components. A very large number of different items were produced, on a batch basis, and there were no automatic assembly lines.

Management decided that they would attempt to discover the ideal working conditions. They knew how long it took for a given number of workers to assemble each item, and they would see how changes in conditions would affect the rate of production.

It would have been impractical to carry out the necessary experiments with the whole assembly hall, so they built a temporary enclosure in one part of the hall round one group of eight workers. This was done in such a way that the physical conditions could be altered without affecting the rest of the hall.

Management decided to experiment with different levels of lighting and temperature. During the first week they increased the level of lighting each day so that by the end of the week it was about as bright as in full sunlight. During the second week they reduced the level step by step back to the normal level, and during the third week they reduced the lighting so that it became quite difficult even to read a newspaper. At the beginning of the fourth week the lighting was restored to normal but the temperature was increased during the week, so that by the end it had risen from 22.5 C to 30 C. During the fifth week it was taken back to 22.5 C and during the sixth week it was reduced to 15 C. During the seventh week both temperature and lighting were restored to the normal levels.

Careful records of production were maintained throughout the seven weeks. At the end of the seventh week management studied their figures showing the percentage changes, plus or minus, from the normal rate achieved during each of the seven experimental weeks.

Assignment :

Complete the following table by striking out plus or minus in each case and writing in your estimate of the figure achieved.

	Production Rate	
Previous to Start of Experiment	Normal Rate i.e. + - 0%	
Week 1	+ -	%
Week 2	+ -	%
Week 3	+ -	%
Week 4	+ -	%
Week 5	+ -	%
Week 6	+ -	%
Week 7	+ -	%

SESSION 7.2MOTIVATION AND PARTICIPATION

Objective : To enable trainees to encourage worker participation in management decisions in such a way as to maximize worker satisfaction and productivity.

Time : One to two hours.

Material : Questionnaire.

Session Guide :

- 1) A co-operative is essentially a democratic institution. Ask trainees whether the democracy extends to all levels of employees, or whether decisions are taken by members, the Committee and management, without reference to those who will actually be most affected.
- 2) Ask trainees to describe how employees might be involved in a decision such as the purchase of a major item of equipment. Stress that you are referring to labourers, watchmen and messengers as well as skilled workers or middle management.

Various suggestions may be put forward. If possible, divide them into the following three categories:

- i) Workers or their representatives could be informed about the decision when it was made, but before it was implemented, so that they would have a feeling of "being in the know" about major new steps being undertaken by their employer.
- ii) Workers or their representatives could be consulted about the decision before it was made, so that management could obtain their views on the various alternatives available. Management would use its discretion as to whether or not the information thus obtained should be taken into account when finalising the decision.
- iii) Workers or their representatives could actually be involved in the decision making process, through formal representation

on the Management Committee or whatever body who made the final decision.

- 3) Distribute the questionnaire and allow trainees up to twenty minutes to complete it.

Ask trainees to read out their total score for column A and show on the chalkboard the distribution and the average figure.

If the average_ is 28 or below, point out that workers themselves consistently produce averages of over 28 on this questionnaire. Discuss why managers should not underestimate workers' perception of the degree to which they should participate in management.

- 4) Go through trainees' answers to column B individually. Ask trainees to raise their hands if their score was one or less. Whenever a significant number raise their hands, ask them to state why they feel that workers should not be involved in this type of decision. Generate debate between those giving one or less and those giving two or three. Attempt to show that many management prejudices about sharing information and decision making responsibility are based on lack of respect for the ability of ordinary people. This lack of respect is often reflected in a low level of interest on the part of workers.

- 5) Ask trainees to suggest who might know most about:

- The real work-load involved in a particular job, apart from the person who does that job.
(People doing very similar jobs.)
- The ability of the co-operative's machinery to perform a certain function reliably.
(The people operating the machine.)
- The merits of a particular make of typewriter or lorry.
(The typist or the lorry driver.)
- The need for more or less labour in the warehouse.
(The present workers in the warehouse.)

Ask trainees why people of this sort are not more commonly involved in this type of decision. How can they be more positively involved in the future?

Questionnaire Exercise

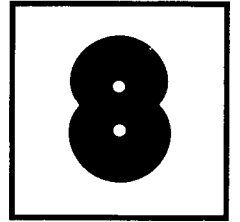
The XY Co-operative is a very large organisation employing several hundred people. Below you will find a series of decisions which this Co-operative must make. For each of them indicate in Column A the type of participation, if any, which you think employees in the Co-operative would like to have. In Column B indicate the type of participation you believe they should have.

The types of participation range from 0 through 1, 2 and 3 as follows:

- 0 = Workers would not be interested in this decision and need not be involved or informed.
- 1 = Management should make the decision as it thinks best but workers should be informed.
- 2 = Workers' views should be obtained by management before management itself makes the decision.
- 3 = Management and workers should make this decision together as equals.

Place the appropriate numbers in Columns A and B for the following decisions.

	Column A	Column B
1) Should the Co-operative obtain a loan from Bank A or Bank B?		
2) Should the wage for a new job be fixed at \$50 or \$60 per month?		
3) Should members be invited to subscribe for more shares in the Society?		
4) Should a formal job evaluation scheme be started?		
5) Should a certain big customer receive a 3% or a 5% discount?		
6) Should a particular job be done by the Society's own employees or by an outside contractor?		



job satisfaction

- 8.1 Tedium And Responsibility
- 8.2 Enriching Co-operative Jobs

SESSION 8.1

TEDIUM AND RESPONSIBILITY

Objective : To enable trainees to recognise the tedious nature of "easy" jobs and to select and test ways of "enriching" them.

Time : One to two hours.

Material : Handout 1 on "Boat Construction" from Session 3.1.
About 20 sheets of preferably unlined A 4 paper (the size this book is printed on) or similar size, of any quality, for each trainee.

Session Guide :

- 1) Remind trainees about the boat construction exercise in Session 3.1. Demonstrate again how to make a paper boat. Give each trainee a sheet of paper and a copy of the handout. Ensure that every trainee is able to make a boat, completing the nine separate operations which are necessary.
- 2) Ask trainees how they would organise the large-scale manufacture of such "boats" by a number of people. What would be the obvious alternatives?
 - To allocate one operation per worker (specialisation).
 - To ask each worker to make complete "boats".
- 3) Ask trainees to suggest what might be the advantages of each approach.

Specialisation

- Faster learning.
- Little intelligence required.
- More able workers can be allocated to more difficult tasks.
- Quality control possible at every stage.

Complete job performed by one worker

- Less "management" effort required.
 - Each employee takes responsibility for the complete job.
 - Uneven work pace will not disrupt productivity.
- 4) Tell trainees that they are to attempt to discover the most effective method through an experiment. Identify two groups (A and B) with at least five members in each. Their objective will be to produce as many boats as possible in ten minutes. Group A must divide up the work so that each operator does no more than two of the nine operations each, while the members of Group B must each construct complete boats. Allow the groups up to fifteen minutes to decide how they will organise the work, and to control the quality, and to "train" themselves by practising the operations assigned to them. Issue a limited quantity of paper for training purposes. Ask the remaining trainees to act as observers of the experiment.

Group A and B may appoint a manager to organise the work, who may or may not be an operator as well, as they choose.

- 5) Issue a minimum of twenty sheets per worker and tell the two groups to start work at a given signal. Point out that you as the Instructor are the "customer", and that your decision on quality is final.
- 6) Stop the groups after ten minutes, and count the satisfactorily completed boats. Announce the "winner" and ask the observers to comment on the experiment. Discussions should focus on the following points:
- Which method achieved the highest production?
 - Which method demanded more management?
 - Which method encouraged a harmonious group spirit?
 - Which method produced the highest quality product?
 - Which method was more enjoyable for the individual operators?
 - Which group gained the greatest feeling of satisfaction from the job?

- 7) Ask trainees to imagine that they had to work on this job all day, every day, rather than for ten minutes. How would they suppose that this would affect results working under the two different methods?

With Specialised Operation:

- Operators would achieve a very high level of skill which should lead to higher production.
- Management problems of balancing output between various workers, dealing with bottlenecks and so on could be identified and solved, so that operators could work as a well balanced "machine" for maximum output.

BITT

- Operators would become bored by the tedium of performing the same simple task every few seconds for hours on end.
 - Frustration and conflict might arise through operators feeling that other members of their team were preventing the group from achieving optimum output.
- 8) Ask trainees to describe the kind of people whom they believe would work best under the two different methods. Their answers should be along the following lines:

A Specialised Operation

- Unintelligent people who like simple routine work which is easy to learn, where a manager rather than they themselves is responsible for results.

B One Operator does Complete Job

- People who like to take responsibility for a complete task, who become bored with anything that is too simple and who enjoy trying themselves to improve the way they work.

- 9) After some such descriptions have been agreed on, ask trainees to "vote" on whether they feel that most lower level co-operative society employees are more nearly like the first or the second description.

If the majority feel that their employees are mostly like the first description, they should aim to divide up and simplify tasks within

their societies as much as possible. Many managers believe that their employees are people of this sort.

Ask trainees whether the apparent inadequacies of their employees may in some ways be due to their managers' attitudes toward them:

- If managers behave as if their employees are dishonest, their employees will steal.
- If managers behave as if they believe that their employees are stupid, their employees will act stupidly.
- If managers behave as if they believe that their employees are complete human beings like themselves, who want to contribute their full intelligence and ability to the job and are only in lower positions because of their lack of education, their employees will respond to the challenge. Discuss these points with trainees, and attempt to help them realise that even the lowest level employees will respond positively to being treated as intelligent human beings.

SESSION 8.2ENRICHING CO-OPERATIVE JOBS

Objective: To enable trainees to "enrich" simple jobs within their societies in order to improve employee morale and productivity.

Time: One to two hours.

Session Guide:

- 1) Refer back to the previous session. Ask the trainees how the two ways of boat building differed. Steer the discussion toward the following:

In one case the activity was divided in such a manner that each job had a very limited range of work. The job lacked variety and diversity and was linked to other jobs in a machine-like way.

In the other case the range of work was wide. The job contained diversity, autonomy and responsibility.

Ask trainees which ways of boat building would be preferred in the long run. No doubt the latter!

Explain that attempts to design jobs in the latter way are frequently being made nowadays in order to create job "enrichment". Tedious and monotonous jobs can be re-designed in a way that they become "enriched". Typical features of job "enrichment" may be the following:

- The tasks are varied.
- The abilities of the worker are more utilised.
- The workers participate in management decisions.
- More responsibility is granted to the workers.

Stress that the paper boat manufacturing exercise was a highly artificial exercise. Ask trainees to suggest how the following jobs might be treated in a similar way:

- Packing cases of fruit into boxes.

Either

One man packs, one man closes, one man seals, one man labels, one man puts into stock.

Or

A number of men each do the complete operation.

- Manufacturing furniture.

Either

One man rough cuts the boards, one man planes the boards, one man joins the boards, one man applies adhesive or fasteners, one man sandpapers the completed item, one man finishes it.

Or

Several people each produce complete pieces of furniture on their own.

- 2) Stress that technology may sometimes demand that one man does only one simple job. Machinery is increasingly being designed to avoid this as people realise the dangers of tedium. But how can jobs be made more satisfying even if the technology constrains the actual human tasks in this way?

- A group of people can be given responsibility for completing the product. They may combine or exchange operations as they think fit, and will be judged only on the total quantity and quality of output.

- 3) Co-operative societies do not often include manufacturing type jobs of this sort, which can easily be divided up or not. There are however a number of routine clerical and other tasks which can be made far more interesting, and will therefore be performed more effectively, if they are "enriched" by giving employees more responsibility for complete tasks.

Ask trainees to suggest examples. They may not think of any and it may be necessary to suggest these or similar tasks which should be listed on the chalkboard/OHP:

- Transferring members' purchases on to members' accounts and balancing them.
 - Unloading goods from lorries and entering them into stock.
 - Repacking fertilizer or insecticide into smaller packs for individual member use.
- 4) Divide trainees into syndicates and ask them to decide how the above tasks might:
- a) be "simplified" by dividing them into a number of simple single operations.
 - b) be "enriched" by giving one employee or a group of employees responsibility for the whole task.
- 5) Allow syndicates thirty minutes to do this. Reconvene the group and ask syndicates for their suggestions. Possibilities are as follows:

Member Purchases :

Either: One man arranges the purchase records in alphabetical or numerical order.

One man transfers the amounts to members' ledger cards.

One man balances the ledger cards.

Or: One man does the complete job.

Unloading Stock:

Either: One man removes the goods from the vehicle.

One man transfers goods to the store.

One man counts the goods.

One man enters the new stock on the bin card.

One man balances the bin card.

Or: One man does the complete task for a certain item, while others do complete tasks for other items.

Repacking Fertilizer etc :

Either: One man unseals the bulk containers.

One man prepares the new small containers.

One man fills the new containers.

One man check-weighs the new containers.

One man seals the new containers.

One man labels the new containers.

Or: One man or group complete the whole task.

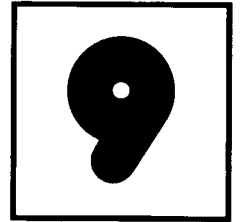
- 6) Trainees may suggest that the second "enriched" approaches include no security against dishonesty or incompetence, so that the person responsible for doing the physical work is also entrusted with the task of checking that it has been properly done.

Remind trainees of the conclusion of the previous session. Dishonesty or incompetence are often encouraged by working methods which assume that people are dishonest and incompetent.

Unobtrusive sample spot checks can reveal errors, without depriving people of the feeling that they are responsible for the quality of the job.

- 7) Ask trainees whether jobs of this sort are usually performed in the "simplified" or the "enriched" way in their society. If the former, can change be at least attempted?
- 8) Ask trainees how their own management jobs could be further "enriched". Many co-operative managers have to obtain authority for even the smallest purchases or decisions. This affects performance in a number of ways:
- Delays occur because authorisation cannot quickly be obtained.
 - Subordinate staff have little genuine respect for managers, since they see that the managers themselves are obviously not trusted by their superiors.
 - Managers themselves spend more time trying to "get around" regulations than managing their societies. This is often the beginning of dishonesty.

Discuss how constraints of these sorts can be minimized, in spite of bureaucracy and regulations. How can Government inspectors, auditors and co-operative officers be persuaded to "enrich" the jobs of co-operative managers? Are such people represented in this course? What are their views?



communication

- 9.1 One-Way Communication –
Speaking To People
- 9.2 Listening
- 9.3 Two-Way Communication

SESSION 9.1

ONE-WAY COMMUNICATION - SPEAKING TO PEOPLE

Objective: To improve trainees' ability to give formal talks to groups of people.

Time: One to two hours.

Material: Two-minute Talk Evaluation Form.

Session Guide:

- 1) Remind trainees that communication is a two-way process. In order to simplify the activity, however, it has been divided for the purpose of this course into three separate parts:
 - i) Talking to others.
 - ii) Listening to others.
 - iii) Communicating with others in two directions.

- 2) Divide the trainees into three groups. Ask every member of the first group to choose a subject on which he is to deliver a two minute talk to the rest of the group. They should not at this stage tell the others but only write down the subject together with their name and hand this to the Instructor. If any are at a loss, prepare in advance a handout listing appropriate subjects such as:
 - Our country.
 - My childhood.
 - The problems of education today.
 - The most wonderful person I have ever met.
 - The use of fertilizer.
 - My favourite book.

Ask trainees to choose one of these. Ensure that no trainees are talking on the same subject.

- 3) Give each trainee in the second group a copy of the two-minute talk evaluation form. They should not show it to any of the speaking group or fill it in, only study the speakers' performance keeping the criteria in mind. They will act as speakers at a later stage (see point 6 below) but should not be told about that now.
- 4) The third group should act as observers and evaluate the speakers according to the evaluation form. Ask each member of the first group in turn to give his or her talk. Warn them that the two minute limit will be strictly enforced and that you will warn each speaker when ten seconds only remain. The Instructor should, in addition to controlling the timing, attempt to evaluate the speaker himself. When every speaker has given his talk, give each speaker a blank copy of the evaluation handout for information. Ask the evaluation group to add up the figures vertically for each criterion, and to divide the total by the number of speakers in order to give an average score for each criterion. Collect the forms from them and quickly add up and average the figures to produce an average for all the evaluators of all the speakers. Write these figures for each criterion on the chalkboard/OHP.
- 5) Discuss the importance of each of the criteria, and ask the speakers to comment how they might have improved their talk. Refer to examples of good and bad performance by the speakers in order to demonstrate the significance of each part of the evaluation form.
- 6) Repeat the two-minute talk exercise, this time asking the second group to speak and the observers to observe once again. Add up and average the marks as before. There should be some improvement. If not, explain that this may have to do with the fact that the first group may have been originally good speakers. Ask selected speakers to describe how they specifically tried to achieve the standards discussed. Ask observers whether these attempts were successful.
- 7) Stress that concentration on particular aspects such as are listed in the evaluation form must not be allowed to destroy the spontaneity and "flow" of an effective talk. Add however, that an awareness of the criteria will help improve one-way communication skills.

SESSION 9.2LISTENING

Objective : To enable trainees to identify the barriers to effective communication, and to listen more effectively.

Time : One to two hours.

Session Guide :

1) Remind trainees that the previous session dealt only with one-way communication, which is really not communication at all.

- Giving a one-way talk or lecture is like talking on a radio. The talker has no way of knowing whether the listeners are paying attention, understanding or agreeing with what he says.
- Two-way communication is as different from one-way talking as the telephone is from a radio. It is communication.
- A two-way communication process involves two activities; originating, or transmitting, and receiving or listening. This session will deal mainly with listening.

2) Refer trainees to the formal communication process such as sending a memorandum. Illustrate the process in a line across the chalkboard as shown below, and ask trainees to identify points where the process may break down or be distorted:

Originator _____ Dictates to Secretary _____ Secretary hears _____
 Secretary writes in shorthand _____ Secretary types _____ Memo is
 sent _____ Memo is received _____ Memo is seen _____ Memo is read
 _____ Memo is understood _____ Receiver.

3) Compare this process to verbal communication. Ask trainees to identify the points where this may go wrong:

Originator _____ Intends to say something _____ Actually says something _____ Receiver hears something _____ Receiver understands something _____ Receiver.

- 4) Ask trainees, by reference to the previous session, to suggest ways in which communication takes place during a face to face conversation, other than by words:
- Tone of voice.
 - Facial expression.
 - Bodily movements.

Illustrate the totally different meanings that can be conveyed by the same words by saying for instance, "This is the end" in various ways such as:

- Threatening.
- Ironic.
- Disappointed.
- Matter of fact.

Ask trainees in each case to restate your meaning in different words and note how totally different it is.

- 5) Ask two trainees to sit in front of the group, facing one another. Nominate a subject of general interest such as co-operatives, politics or the national sport.
- Allow the two trainees one minute to consider what they are going to discuss on the subject.
 - Ask them at a given signal to talk simultaneously to one another about the subject. The loser will be the one who stops talking for a measurable period first. This is obviously an exaggerated and absurd exercise. But point out that many so-called discussions or debates are no different. The "debaters" do not listen, they merely present their own views and have no desire to hear the other party's view.

- 6) Ask trainees to suggest examples of places where this kind of "debate" at times occurs. There is a pretence to listen, but speakers have no intention of changing what they say or think in response to the other speakers.
- National and Local Assemblies.
 - Trade Union/Management Negotiations.
 - United Nations and other International Assemblies.

- 7) Ask trainees what is likely to be the result of this type of "debate":
- No change of view by the other side.
 - No understanding of one side's view by the other.
 - Frustration and eventual anger with the other side.
 - Conflicts such as strikes, "walk outs" or even war.

- 8) Nominate a familiar and controversial subject, different from the one previously discussed, and choose trainees who are known to hold opposite views on it. Seat them face to face in front of the group, as with the previous exercise, and ask them to discuss the subject.

The rules are however, very different. Nominate one of them to begin and tell them that each must before responding or putting his own view, summarize to the satisfaction of the other the immediately preceding statement or question made by the other.

Allow the discussion to continue, and ensure that the rule is being maintained by checking that both are satisfied with the summaries made by the other. Allow ten to fifteen minutes for this discussion and then bring it to a halt.

- 9) Ask the debaters to comment on their experience. When compared with their normal arguments on this subject, agreement was more or less achieved?
- Did they understand what the other was trying to say?
 - Did such understanding in some way affect their own views?

Ask the other trainees to comment on the discussion. Was the level and mutual understanding of the debate more useful than in most discussions of similar subjects?

Would communication of this sort, with a deliberate attempt to understand the other side's views, make any difference to discussions in people's homes, the office, the village or similar circumstances? How can such communication be organised outside the artificial classroom situation?

- 10) Stress that because of the importance and significance of communication among human beings in our every day life, it is necessary to make it efficient and effective. Communication very often suffers from distortion owing to environmental as well as human factors.

Some of the common barriers in communication are:

- badly expressed messages;
- faulty appraisal;
- loss by transmission;
- inattention;
- unclarified assumptions.

Explain that these barriers have to be eliminated to make communication effective.

SESSION 9.3TWO-WAY COMMUNICATION

Objective : To enable trainees to apply the lessons they have learned about talking, listening and communicating to real life situations.

Time : One to two hours.

Material : Role Play Briefs "Manager A" and "Employee B".

Session Guide :

1) Ask trainees to describe what they do during a typical working day. They may mention activities such as:

- Interviewing.
- Meetings.
- Discussions.
- Travel.
- Field visits.
- Study and analysis of proposals.

Management is often thought of as "decision making". Ask trainees what proportion of these actual activities involve making decisions, and what proportion is communication aimed at:

- Obtaining information as a basis for decisions.
- Obtaining other people's views about decisions.
- Communicating decisions to other people.

These are all communication tasks. Not decision making. Communication is by far the most important aspect of management, in terms of the time occupied and the benefits (or damage) arising from success (or failure).

2) Ask trainees why communication is particularly important in co-operative management:

- Co-operatives are democratic organisations. To be effective, management must respond and be sensitive to members' opinions and needs.
- The democratic control of co-operatives by their members should be reflected by democratic management within the co-operative. Co-operative managers cannot be autocrats who do not listen to other people.
- Co-operatives serve many interests; members, customers and society as a whole. This requires delicate balancing, which depends on effective communication between the groups and between them and management.
- "Higher level" co-operative institutions should in fact be controlled by lower level societies which are in turn controlled by their members. Primary society managers must listen to members and communicate their needs to management of secondary and tertiary level institutions.

3) Ask trainees to suggest examples of management communication tasks which they dreaded and perhaps delayed or even avoided altogether.

- Dismissing a staff member.
- Communicating bad news to a staff member.

Tasks of this sort are always unpleasant but if they are not carried out at all the results are usually far more painful in the long run.

4) Two trainees should have previously been selected to play the roles of Manager A and Employee B. They should have been given their respective briefs and asked to decide how they would behave during the forthcoming interview. They should not discuss the information with anyone else or with one another.

Distribute copies of Brief A to all the other trainees. Allow them five minutes to decide how they would conduct the interview and then ask the players of roles A and B to conduct the interview in front of the rest of the group. Allow fifteen minutes for this. Ask

role player B first, and then the remainder of the group, to comment on the effectiveness of the interview. Discussion should focus on the following points:

- Did the message get across, or was A too kind and thus ineffective?
- Was A completely honest?
- Did A allow B freely to express any hostile feelings or objections, or were they suppressed to be possible seeds of later discontent?
- Did A make any promises which he would later regret or be unable to keep in his anxiety to reduce the pain to B?
- Did A try to blame other people for the painful decision, such as the Committee, other staff or others, or did he bravely accept the responsibility which is his as Manager?

5) Ask A to comment on the discussion:

- What was his objective at the beginning?
- Was it achieved?
- Did he feel that B, and the Society, would benefit from the interview?

Ask trainees to suggest examples of similarly painful interviews which they may have postponed. Without giving away any confidential details can they:

- Describe the nature of the communication problem?
- Identify the objectives they should have in mind when planning the communication task?
- Plan the communication in such a way as to minimize the "pain" without prejudicing the objective?

Role Play Brief: Manager A

You are the Manager of the Agrarian Farmers' Society. A month ago Mr. D, who had been the Chief Accountant of the Society for fifteen years, was killed in a car accident, and you have since then been trying to decide who should succeed him.

The Society's policy has always been to promote staff from within whenever possible. Mr. B and Mr. C, both of whom are Senior Account Clerks in the Society are the only obvious candidates. Two weeks after Mr. D was killed you posted a formal notice of the vacancy on the Society's notice board and as you expected you received applications from Mr. B and Mr. C.

When Mr. D was killed Mr. B was automatically made Acting Accountant, since he had been with the Society for thirteen years and is fifty-one years old, sixteen years older than Mr. C. He is married with eight children and a number of grandchildren, and is an important figure in the local religious community.

Mr. B is scrupulously honest and reliable, and is accurate in all his work. He has always been very loyal to the Society. Mr. B is a great believer in rigid adherence to regulations and procedure, and has on a number of occasions offended staff in other departments when asking them for returns and other data for accounting purposes. You have mentioned this to him once or twice during his annual appraisal interviews. But since Mr. B was not in a very senior position, and his lack of tact could if necessary be remedied by the now deceased Mr. D, you have not made much of it. You have in fact welcomed his strict old-fashioned approach as a valuable control within the accounting department.

Mr. B has little imagination and is not very skilled at interpreting accounts to other people or deciding what to do as a result of information contained in them. This weakness has not been particularly serious for a man in his position. His contribution to rapid and accurate preparation of accounts has always been most valuable.

Mr. C is a bachelor of thirty-five years of age and has worked in the Society for five years. He is very intelligent and energetic. Although

he has no more formal accounting qualifications than Mr. B, or indeed the deceased Mr. D, he has through persistent study and application amassed considerable practical knowledge about the mechanism of accounting and in addition about the use of accounting data for improved management. He is able to produce the figures himself when necessary, but prefers to leave this to others and spend his time explaining their meaning to staff and other departments. Mr. D was always happy to allow him to do this, since he was more of Mr. B's frame of mind and preferred to stay in his office preparing the figures.

Mr. C is known as somewhat of a playboy in the local community. He has a fast motorcycle and clearly enjoys life. He wears very modern clothes and is very popular with the youth of the village. Mr. C has in fact created a very effective informal youth group. He is very likeable and appears to be popular in the Society and to get along well enough with Mr. B.

After four weeks deliberation you have finally decided to appoint Mr. C to the job. You are aware that some of the older staff in particular will be surprised, and that Mr. B himself will be terribly shocked and disappointed. But you believe that the Society must progress and that Mr. C will contribute to more effective financial management. He may ultimately aspire to a more senior position in this or another Society.

You feel obligated to inform Mr. B before telling anyone else in the Society. Mr. C happens to be visiting a supplier to discuss some invoice queries and you plan to inform him at home this evening. You are most anxious to retain Mr. B's co-operation and good will, since you realise that he has a vital role to play in maintaining the accurate and timely preparation of accounts on which the Society's management is based. You have therefore asked Mr. B to come and see you.

Role Play Brief: Employee B

You are a Senior Accounts Clerk in the Agrarian Farmers' Society. You are fifty-one years old and you have eight children and many grandchildren. You have lived in this community all your life and are an important member of the local religious community.

The Chief Accountant Mr. D, who was a close friend of yours and with whom you had worked for thirteen years was killed in a motor accident four weeks ago. You were automatically appointed Acting Accountant, since you are the Senior Clerk in the Department. When Mr. A, the Manager, put a notice on the board inviting applications for the Chief Accountant's position, you naturally applied.

You are quite sure that you will be selected. You have been with the Society for thirteen years and have always worked very closely with Mr. D. You are a great believer in accuracy and discipline, and you quite often clash with staff of other departments when you object that their returns are inaccurate or late. Mr. A, the Manager, has mentioned this sort of problem more than once to you at your annual appraisal meetings. But he always congratulates you on the accuracy and promptness of the accounts. You know that he greatly values the contribution you make to the Society in this way.

The other Senior Accounts Clerk, Mr. C, is sixteen years younger than you and has only been with the Society for five years. He is an energetic young man, and you get on quite well with him, although you sometimes think that he prejudices the dignity of his position by riding round on a fast motorcycle and associating with the unemployed village youth. You sometimes wonder where he gets all his money from, but you realise that he is a bachelor and you suppose it is none of your business how people spend their time or their money.

Mr. C seems to have little patience for detailed figure work but he can do it when he has to, and both you and Mr. D have found him very valuable when Departmental Managers and others inquire about their accounts. Mr. C seems able to explain the meaning of the accounts to them, and to answer their queries. You look forward to continuing to use him in this way.

You are quite confident that the Junior Accounts Clerks under your guidance, will be able to maintain the high standards achieved by you and Mr. D in the past, and you are looking forward to discussing your plans, and your improved salary and status, when Mr. A confirms the appointment.

You are therefore, pleased to be told that he wants to see you and you are looking forward to the meeting.



staff performance

- 10.1 Why And How To Appraise Performance
- 10.2 Performance Appraisal
- 10.3 Staff Discipline

SESSION 10.1

WHY AND HOW TO APPRAISE PERFORMANCE

Objective: To enable trainees to identify the reasons for regular personal performance appraisal interviews at all levels in a co-operative society.

Time: One to two hours.

Material: Role Play Briefs "A The Manager and B The Extension and Education Officer".

Session Guide:

- 1) Refer back to Session 3.2 on Job Descriptions. Explain that the purpose of job descriptions is to state clearly the tasks and responsibilities an individual is expected to accomplish. There is however, no guarantee that a person once selected and put on the job indeed will accomplish this.

Point out that in order to ensure that he succeeds in accomplishing the job tasks and responsibilities, periodic appraisal of his performance becomes necessary.

Explain that this is not the only purpose of performance appraisal. It also provides the feed-back to the individual on how well he is doing, reveals his training needs and helps re-design job tasks/objectives if necessary.

Performance appraisal is an important and useful tool of staff development.

- 2) Some time before the session, select four articulate trainees, preferably without experience of appraisal interviews, and ask them to play roles A and B from this session and C and D which will be enacted in the following Session 10.2. Give them their briefs. Warn them that they will be asked to enact the interview before the rest of the group, for a maximum of fifteen minutes. Ask them to "think themselves" into their roles and not to divulge the contents of

their briefs to one another or to anyone else before the role play is enacted.

- 3) Ask trainees how they know how well (or badly) they are doing in their work. Exclude from the discussion any trainees who appear to have regular performance appraisal interviews, and concentrate on the others. Their answers may include comments such as:

- "My boss will praise me when I do well, and blames me when I do badly. I can judge which happens most often".
- "The operating figures for my Society tell me how I am doing".
- "I set myself targets. If I achieve them, I know I am doing well".

- 4) Probe such answers more deeply. Ask trainees:

- Do such methods give an accurate or a haphazard indication of progress?
- Are quantitative data sufficient evidence on which to appraise performance, particularly in times of inflation and economic difficulty?
- Have trainees ever been surprised to find that their performance is considered good or bad, when they are being considered for promotion or on similar occasions?

- 5) Ask those trainees without regular appraisal systems how their subordinates in their turn can judge their own performance. Trainees may feel that this type of problem applies only to supervisors or perhaps clerical staff. Ask them whether all their drivers, labourers or other lower grade staff are perfect.

They will answer "no". Ask who eventually can improve their performance. Stress that only the employee himself can do this, and he cannot do it unless he knows:

- What he is expected to do.
- How nearly he is achieving this.

- 6) If any trainees are familiar with a regular performance appraisal system, ask one to describe how it operates. Ensure that the following points are covered, and write them on the chalkboard/OHP:

- Every employee must have an appraisal interview regularly. Usually once a year.
 - The interview must be between the employee and his or her immediate supervisor, with no one else present.
 - The supervisor must deliberately ensure that the interview is a special occasion, unlike any normal meetings between the two people. Current issues or problems, however urgent, should not be discussed.
 - The interview must last at least fifteen minutes, and preferably for an hour or more.
 - The conclusions of the interview must relate to future action rather than past blame or praise, and must be agreed by both sides.
 - The conclusions must be summarised in writing (with a copy to the employee) and retained for reference at the next annual performance appraisal interview.
- 7) Distribute copies of Role Play Brief A to all trainees (except Role Player B) and allow them five minutes to consider how they would conduct the forthcoming interview themselves. Ask them to note their ideas on paper.
- 8) Ask the trainees previously selected to play roles A and B in front of the group. Ask the "audience" to "appraise the appraisal", and to compare A's performance with the way they themselves would have conducted the interview. Allow a maximum of fifteen minutes for the interview, pointing out that this is too short a period in reality.
- 9) If possible tape record the interview for reference during subsequent discussions. Focus discussion on the following points, and ask the "Employee" to comment first.
- Was the employee cordially received and put at his ease, or was his natural nervousness on the occasion increased by the way he was received?
 - Did the interviewer explain the purpose of the interview clearly to the employee, and did the employee appear to understand it?

- Was the interviewer's opening remark or question one which appeared likely to elicit a frank and friendly discussion of the previous twelve months' work, or did it appear threatening and likely to discourage further conversation?
- Did the interviewer attempt to elicit the employee's own ideas and suggestions for improvement, or did he impose his own ideas?
- Did the interviewer do most of the talking, or did he allow the employee to explain how he perceived his performance and how it might be improved?
- Did the interviewer give specific examples of the good and bad aspects he wished to communicate to the employee, or did he generalise in such a way that the employee might feel bewildered or wronged?
- Did the interviewer stress positive rather than negative points, or was the employee generally discouraged?
- Did the interviewer ensure that the conclusions were clearly summarised and were agreed by both parties?

Warn trainees that this "performance" was deliberately placed before discussion on how such an interview should be conducted. During the following session they will have an opportunity to participate in or comment on an "improved" interview.

Role Play Brief A: The Manager

You are the Manager of the Agrarian Farmers' Society (AFS) and you are about to conduct an annual performance appraisal interview with Mr. B who is the Society's Extension and Education Officer. Mr. B has worked in co-operative education for fifteen years, and has been with the AFS for ten of them. He is fifty-one years of age and you believe that he rather despises you, since you are only thirty-five and only joined the AFS two years ago.

You have only introduced the regular performance appraisal interviews recently and this is the first such interview for Mr. B. You are not looking forward to it because his performance has not been satisfactory recently, and you are not sure how to deal with it.

He has two tasks; the first to visit members on their farms and to introduce new farming methods and material, and the second to conduct education classes for members.

His courses are still exactly the same as were taught fifteen years ago; simple lessons on the benefits of co-operation, which are treated as a joke by members who are now very sophisticated farmers. They may not always be loyal to the Society. This is because they feel they can get better supplies and better prices elsewhere, and they can defend their disloyalty with facts and figures. The problems of the AFS are caused, you believe, by the mismanagement of the co-operative tertiary level supply and marketing organisations and you half sympathise with members when they buy and sell elsewhere.

Mr. B still spends about half his time out of the office, when he should be visiting members on their farms. But you have heard that he is involved in local political activity and not calling on members even when his weekly return says he has been doing so. His performance has been getting worse recently. You have occasionally mentioned this to him in passing, but he has always had a good excuse. You realise that this interview means that you must face the facts clearly and say what you think.

Role Play Brief B: The Extension and Education Officer

You are the Extension and Education Officer for the Agrarian Farmers' Society (AFS), and you are about to go to the Manager's office for what he calls an "annual performance appraisal interview". You are not sure what this is, although you recall that something was said about it a few months before. In any case you are fifty-one years old and have worked in the AFS for ten years and you have seen many new-fangled management ideas come and go. You have little respect for the new Manager, who only arrived two years ago and is barely thirty-five years old. You are not, therefore, very concerned about the coming meeting.

Your job is to inform members about new methods and to run education classes for them. You are very dissatisfied with the management of the Society, and with the whole attitude of the community. You feel that the only way to restore the old virtues of thrift and co-operative loyalty is through change in Government. You are therefore becoming heavily involved in local politics and you spend a great deal of time on this. You think it is a waste of time, in any case, to visit members on their farms, since the new fertilizers and so on you should be telling them about are usually not available in the AFS Store. You are also rather aware of your own lack of knowledge about the latest farming methods. Many of the members are far better informed than you are and you are reluctant to visit them on their farms.

You try to install some basic co-operative spirit into the members at your regular courses, but with little success. The members and everyone else these days seem to you to be materialistic, grasping, cynical and unaware of the sacrifices you and your generation made for independence.

SESSION 10.2PERFORMANCE APPRAISAL

Objective: To enable trainees to apply what they learned in the previous session and thus conduct effective regular performance appraisal interviews themselves.

Time: One hour.

Material: Role Play Briefs "C Chief Storeman and D Mr. D".

Session Guide:

- 1) Refer back to the previous session and point out that the purpose of performance appraisal is to improve the performance of the individual. It is a tool for staff development.

Explain that one way to achieve the purpose is for the manager to periodically hold performance appraisal interviews with members of the staff. The objective is to enable the manager to understand the position and difficulties of the staff member and to give him advice and suggestions for improvement.

Performance appraisal interviews are, if handled intelligently, effective in providing clarification on the work performance of a staff member and feed-back to the manager and the staff member on eventual actions needed to improve the performance.

- 2) Remind trainees of the major points covered in the previous session, and of the guidelines for effective performance appraisal discussed therein. If appropriate, ask them to work from their own summary of the "rules", or distribute a handout summarising the rules.
- 3) Distribute a copy of Handout C to all the trainees, (except Role Player D) and allow them five minutes to note down how they would conduct the interview themselves. Then ask the two selected trainees to enact the interview and allow a maximum of fifteen minutes for this. Ask trainees to judge the effectiveness of this in-

terview by reference to their summary of guidelines from the last session and their own planned approach to conducting the interview.

- 4) At the end of the role play, ask trainees to comment on the interview in the light of the guidelines previously listed. As before, invite first the comments of the "Employee D" whose performance was being appraised.

- 5) Introduce further discussion on the actual approach and content of the interview, focusing on the following questions:
 - Did the interviewer say anything which was not strictly true, or promise anything he could not deliver?
(The employee will remember everything said at such an interview for far longer than the superior who has to interview many others.)

 - Did the interview degenerate into fruitless argument which left both sides dissatisfied, or did the interviewer merely state his viewpoint clearly and concisely, and leave it at that?
(People will not change their views in an interview, and lengthy inconclusive argument is more likely to harden preconceptions than to undermine them.)

 - Did the interviewer state clear facts and specific examples, or did he generalise and repeat hearsay without clearly distinguishing it from facts?
(A defensive employee will only be aggrieved by sweeping generalisations and hearsay.)

 - Did the interview become a mutually agreeable session for criticising the performance of third parties, within or outside the Co-operative, or was it focused clearly on the performance of the employee on question?
(It is easy to criticise and blame others. Good performance consists of making the best of circumstances outside your control, not complaining about them and doing nothing yourself.)

 - Did the interviewer avoid discussing promotion, or personal problems, and keep strictly to the job?
(Promotion prospects, and employees' personal lives, should if necessary be discussed with subordinates, but a performance appraisal interview is what it says it is.)

- 6) Ask trainees who do not have regular performance appraisal interviews in their societies why they do not. They may refer to lack of interest or knowledge on the part of senior officers. Stress that any member of staff who is in charge of one or more subordinates can introduce regular performance appraisal without reference to his superiors. A system often starts in this way from the "bottom up".

Role Play Brief C: Chief Storeman

You are the Chief Storeman of the Ruralian Farmers' Society (RFS). You have been asked by the Secretary to initiate regular performance appraisal interviews with the people who work for you, and you are about to interview one of the storemen, Mr. D.

He is eighteen years old, and has worked for the Society for one year. You are fifty and have worked for the RFS in the Stores for fifteen years. Mr. D joined the RFS after being unemployed for two years after leaving school. He obtained the job through family connections with the President, but the Secretary told you when he was employed, and you remember his words: "Never mind his connections, treat him like the rest of them, well . . . more or less, if you know what I mean".

Mr. D is apparently intelligent and strong. When he works hard he can unload a vehicle or enter up bin cards, or in fact do any job in the Store, quicker and better than anyone. Unfortunately, he does not often seem to want to work, and more often than not he is to be found hiding behind a heap of sacks reading a dirty book while everyone else is working. You suspect from what you have smelled and seen, and what the other staff have implied, that he has even been smoking, which is strictly forbidden in the Store because of the danger of fire, but you have never actually caught him at it.

He has recently started to arrive late, leave early and to miss two or three days a month saying that he has "Migraine Headache". He claims that the headaches have always disappeared before he can get to a doctor so he cannot substantiate the illness.

The other five employees in the Store are all nearer your age, and have worked for the RFS for many years. Three of them are illiterate, and all are simple country people, rather like yourself, who are glad to have a job and happy with the simple routine of the work. Mr. D seems very different. He is young and discontented, and you hope he will soon settle down or perhaps leave.

Role Play Brief D: Mr. D

You are Mr. D, an eighteen-year-old Storeman in the Stores of the Ruralian Farmers' Society (RFS). Mr. C, the fifty-year-old Chief Storeman, has just asked you to come and see him. You are sure he will reprimand you for something, since he always seems to disapprove of you. You wonder if he has finally managed to catch you smoking in the Store. This is strictly forbidden, but you are so bored with the work that you often smoke or read books in a corner, partly for something to do, and partly to enjoy the thrill of avoiding being caught.

You were unemployed for two years after leaving school, and then your father managed to persuade the President of the Society, a distant relative, to get you a job in the Store. You consider that the job, and the illiterate old men you work with, are far beneath your ability. Jobs are hard to come by, though. Your poor exam results as well as the fact that you chose arts rather than science subjects because they were easier, mean that you would find it difficult to obtain any other employment.

You do not want to leave, but you are generally bitter and unwilling to admit, even to yourself, that you sometimes find some parts of the job quite interesting. You have lots of ideas how to improve the organisation, and you believe you could do the Chief Storeman's job, or even the Secretary's, far better than they can. You do not want anyone in the Society to realise that anything in it interests you at all however; you are very sensitive about the fact that you have, as you put it to yourself, "come down in the world".

SESSION 10.3

STAFF DISCIPLINE

Objective : To enable trainees to deal with disciplinary problems in a positive way.

Time : One to two hours.

Material : Role Play Briefs "X Chief Storeman and Y Labourer".

Session Guide :

- 1) Every manager has a responsibility to maintain and develop discipline among his staff. In doing so, he must make the standards and the norms of the organisation known and understood. The manager generally aims at maintaining discipline by applying standards in a consistent, fair and impartial way.

Also explain that when standards are maintained by invoking penalty against an employee who fails to meet them, it is called disciplinary action. Its objectives are to reform the offender and deter others.

Point out that effective disciplinary action condemns the wrongful action as such and not the employee as an individual.

- 2) Briefly describe each of the following situations to trainees. After each, ask them to suggest reasons why the person behaved as described. The aim is to look behind obvious reasons to possible causes which may underlie the behaviour, and which may be the responsibility of the co-operative as well as the individual.

a) A typist is continually late in returning from lunch.

She may be idle BUT:

- There may be no suitable facilities near to the office.
- Her boss may keep similar hours.
- She may feel that her position or sex requires that she should eat separately from the rest of the staff which requires a longer journey.

- She may be underemployed.
- b) A storeman is found to have been accepting money from members in return for allocating scarce fertilizer to them.
The storeman is dishonest BUT:
- The shortage of fertilizer should be corrected.
 - The storeman may need a higher rate of pay more in line with his responsibility.
 - The Society should have a system for allocating scarce supplies if shortages are frequent and prolonged.
- c) A junior mechanic loses his temper when reprimanded by the garage foreman and knocks him down.
This is gross insubordination BUT:
- The mechanic may have severe domestic problems.
 - The foreman may be overbearing, incompetent, dishonest or otherwise unsuitable.
 - The mechanic may be seriously overworked.
- 3) Stress to trainees that they must always examine their own performance when faced with indiscipline by employees.
- The employee may have been incorrectly selected or trained.
 - The system may not encourage or motivate the employee to act as the society wishes him to.
 - The employee may have personal problems; his supervisor should at least know about them and may be able to help.
 - The system may actually prevent the employee from acting as he should.

Ask trainees for examples of each type of situation.

- 4) Ask trainees what should be their objective when they talk to a subordinate who has been guilty of indiscipline:
- To establish exactly what did occur.
 - To identify any organisational or other failings outside the control of the offender which may have contributed to the indiscipline and to determine ways of correcting them.

- To ensure that the offender understands why what he did was wrong.
- To maximize the chances of the offender improving his performance and not committing the same offence again.

Stress that such an interview must be forward looking and must aim at future improvement rather than recrimination about what is past.

- 5) Divide trainees into syndicates of four or five. One member of each syndicate should be given the Role Play Brief X and another Y. They should be asked to enact the interview in front of the remaining members of the syndicate. Attempt to find reasonably undisturbed places where these interviews may take place. The observers should have copies of both briefs X and Y, and the actors and observers should be allowed about five minutes before the role play to decide how they will/would enact their role.
- 6) Allow up to twenty minutes for the interview. Reconvene the group and ask a spokesman for each syndicate to evaluate the performance of the foreman. The "offender" should be asked to corroborate or contradict the analysis. Particular attention should be given to the following issues:
 - Did the offender feel that he had been fairly treated?
(Regardless of what he said.)
 - Did the foreman feel that he had achieved his objectives?
 - What changes and improvements are likely to arise as a result of the interview?
- 7) Remind trainees that disciplinary interviews are unpleasant for both sides. Supervisors often postpone them indefinitely, although both sides know that an offence has been committed. What is likely to be the effect of such postponement?
 - III feeling and a spirit of mistrust will grow between the two people involved.
 - The offending employee will not know where he stands and will be tempted to offend again, if only to find out what his position is.

- The supervisor will hold the undiscussed offence against the employee in a vague and general way, and will be unable to work effectively through him.

It is important to conduct disciplinary interviews correctly, but it is even more important to conduct them at all. Disciplinary problems must be brought into the open.

Role Play Brief: Chief Storeman X

You are the Chief Storeman in the Utopian Farmers' Society. You have for some time suspected that Labourer Y was insubordinate and undisciplined. You have just succeeded in catching him handling insecticide concentrate without the regulation safety clothing, gloves and boots. You are pleased to have caught him at last, particularly doing something so blatant and serious.

Apart from the operator's own safety, it is vital that the special clothing should be worn since employees who handle insecticide also handle animal feeds, milking equipment and so on, which could if contaminated with insecticide cause major problems.

Labourer Y has worked in the Store for six months. You believe that he took the job because his family found that their small farm could not support all of them and as the youngest brother, age twenty-three, he had to find paid employment. He seems generally uninterested and unintelligent, and you want to improve his performance, or get rid of him, as soon as possible.

Role Play Brief: Labourer Y

You have worked as a labourer in the Utopian Farmers' Society's Store for six months. You were forced to take the job as your family's land was too small to support everyone and as the youngest brother you were obliged to look for work.

You are bitter and bored with the job, and you miss the independent outdoor life you enjoyed as a farmer. Then you were your own boss and could decide what was necessary and do it as you felt inclined. You are particularly irritated by all the apparently petty and unnecessary regulations applying to your job in the Stores. You believe that the special rules for handling insecticide concentrate are the most stupid of all. You were used to handling this chemical regularly on your farm, and you know that common sense and care are all that is necessary. Now you are told that you must wear special clothing, gloves and boots, which in addition to being hot and uncomfortable, are very clumsy so that it is almost impossible to pour the chemical from one container into another while wearing them.

You only tried them once and have never bothered again. You were just handling some insecticide when the Foreman came round the corner and saw you. You know how fussy he is about petty rules and regulations, so you are not surprised that he asked you to come and talk to him in his office.

trade unions,
labour welfare
and labour law

- 11.1 The Origin And Value Of Trade Unions
- 11.2 Negotiating With Trade Unions
- 11.3 Employment And The Law

SESSION 11.1

THE ORIGIN AND VALUE OF TRADE UNIONS

Objective : To enable trainees to identify the role of trade unions in co-operative labour relations.

Time : One to two hours.

Session Guide :

- 1) If co-operative employees are not unionised and are not likely to be in the foreseeable future, this session should be omitted. Trade union membership is growing in most countries, however, and staff associations may play a similar role. In any case the basic content must be adapted to each country's situation and institution.
- 2) Ask trainees to suggest why trade unions first came to exist:
 - A single employer was more powerful than any one of his individual employees. Together the latter could at least approach him from a more equal bargaining position.
 - Employers as a group united to keep down wages. Employees were compelled to respond by forming associations, or unions of workers in the same field of work and from different enterprises.
- 3) Point out some common features of the co-operative and the trade union movement:
 - Both originated as popular movements to cater for the interests of their members.
 - Both have been powerful instruments of social change in many countries.
 - Both have evolved multi-level structures in response to the need for local membership and national representation.

Farmers

Workers

- | | |
|--|--|
| - Primary Societies | - Factory Branch |
| - Co-operative Secondary Organisations | - Trade Union |
| - National Apex Organisation | - National Confederation of Trade Unions |

4) Ask trainees what advantages an employer can gain if his employees are represented by a strong union:

- The employer can negotiate with one body, knowing that the agreements will be accepted by all employees.
- The employer will be faced with tough and well-trained negotiators, who will drive a hard bargain but should realise when their demands threaten the very jobs of their members.
- Individual demands or gross indiscipline may well be dealt with by the union, so that management will not be concerned with such things.
- Trade or craft standards may be maintained or improved by examination or training sponsored by the union.

5) Ask trainees what employees basically need, and why they would join a union in order to obtain it.

- A reasonable income.

Many people think that workers, and the trade unions that represent them, are only concerned with higher wages. Ask trainees to mention other needs which workers have and which trade unions should try to ensure that employees satisfy.

- Security - they do not want to lose their jobs.
- Safe and healthy working conditions.
- Housing, education, medical services and other personal requirements which may be satisfied through salaries, but are often provided in addition to money.
- An income or pension after they are unable to work.

6) Ask trainees to describe their present feeling about and contact with trade unions. How can they work more effectively with them to achieve the common goals of social justice and improved prosperity for members and employees?

SESSION 11.2NEGOTIATING WITH TRADE UNIONS

Objective: To enable trainees to negotiate effectively with a trade union or any other organisation with whom they must deal.

Time: Two to three hours.

Material: Employer and Trade Union Briefs.

Session Guide:

- 1) Remind trainees of the basic principles of successful negotiations:
 - Both sides must gain something from the agreement.
 - Both sides prefer peace to war.
 - Any agreement must be fair and must appear to be fair.

- 2) Explain with the help of appropriate examples the following points of effective negotiation:
 - Points gained or lost in negotiation rapidly become more important than the actual gain or sacrifice involved. The successful negotiator should retain his sense of proportion and appreciate what points are important and what are merely bargaining points which are exaggerated by the nature of the negotiating process.
 - It is important but difficult to try to keep feelings separate from behaviour. This exercise, and real life labour negotiations, are about what people will do afterwards and not about their feelings in the negotiation.
 - Negotiation is an exchange process. People will not be content even if they feel that they have gained everything and given nothing, any more than if they feel the exchange has gone against them.

- 3) Divide trainees into three approximately equal groups, the first to represent the management, the second to represent the employees and the third to act as observers. Give each member of each group the

appropriate handout, and allow them up to thirty minutes to determine their strategy for the following negotiation. Do not offer any guidelines on how they should be represented, how many people should speak for their interest or anything else. All they know is that thirty minutes are available for negotiation, and that it is in both sides' interest to reach agreement during this period. Ask the third group to act as observers, keeping the points given below in mind.

4) Bring the two negotiating groups together and allow up to thirty minutes for the negotiation. When it is finished ask the observers to evaluate the others' performance along the following standard:

- Was it clear who was speaking for the employer/union?
- Did the employer/union appear to understand the needs of the other side, and attempt to satisfy them without prejudicing their own interests?
- Did either side give in because of lack of principle?
- Did both sides have prepared fall-back positions on which to negotiate?
- Did the employer/union start with ridiculous demands or with the highest reasonable demands, showing a genuine desire to come to an agreement?
- Did the employer/union lose their tempers, or ensure that anger was shown only in facts and figures rather than in words or physical behaviour?
- Did employer/union lose valuable time and negotiation positions by allowing themselves to be sidetracked from the essential issue?
- Did employer/union attempt to work from areas of agreement towards solution of disagreement, or did they stress disagreement from the beginning and thus inhibit any chances of a friendly relationship?
- Was the employer/union fully briefed as to the facts of the case, including those unfavourable to their own case?
- If agreement was reached, did the other side feel it had "lost" or were both satisfied?

- If agreement was not reached, how far away were both sides? What side should or could have made the necessary movement in order to reach agreement? Why did they not do so?
- 5) Remind trainees that the ultimate interests of both sides are the same; viable, expanding co-operatives which can afford to employ many people, to pay good wages and to provide good conditions. These are also in the interest of members, customers and society. All sides must gain if agreement is reached.

Role Play Brief: The Employer

You are a member of the Management Committee of the Utopian Farmers' Society (UFS). The Utopian branch of the Agricultural Workers' Union (AWU) has just presented its wage and salary demand for 1987 to the President of the Utopian Farmers' Society. He has passed the demands to the Management Committee of the Society with a note saying, "This is ridiculous; meet with them, agree on something reasonable and bring it to the next committee meeting."

All the fifty non-clerical workers of the UFS were recruited into membership of the AWU early in 1986, and they are clearly hoping for great things in return for the subscription of \$6 per year. This is a fair sum of money to many of them.

The AWU is currently running a recruiting drive in the area, and you believe that they regard your Society as something of a test case. If they get what they want from you, everyone else will want to join. But if they fail, the AWU will have suffered a major loss of credibility and may have to withdraw from recruitment in the co-operative sector altogether.

Their demands in summary are as follows:

- Immediate 25% a year increase in wages across the board.
- Guaranteed security of employment with redundancy only allowed after discussion with the Union and six months minimum notice. Any redundancy should also be "sweetened" by a cash equivalent to a month's wage for every three years' service with the Society.
- Saturday morning working should be stopped without any adjustments to the time worked on the five remaining week days.
- A Representative of the AWU should be appointed to the Management Committee of the Society.
- All employees should be allowed to purchase the Society's goods or services at a 50% discount off the normal price.

Inflation is running at about 10% per annum, and you were thinking of offering a 15% increase to allow for increased productivity. A 25% increase would wipe out the budgeted surplus and seriously damage the

future of the Society. A 17.5% increase would be acceptable and 20% would be possible if no other financial concessions were made.

Seasonal labour needs and other strictly agricultural problems mean that about half the Society's non-clerical staff are not needed on a permanent basis. Only a few of these people are actually not given regular employment but you feel that you must retain this flexibility in the interests of the Society's future. You see no reason why the remainder of the employees should not be granted some sort of security, even on the terms demanded, because there is no reason why their services will not be needed in the future.

The Society has already decided, in confidence, to stop Saturday morning working, and to add thirty minutes to each of the five week days in order to replace the five lost hours with two and a half hours gained.

The Management Committee is constitutionally open only to members. The Managers themselves are only observers, and it is unthinkable that any other employees should be admitted.

Most of the Society's services are of no value to employees. Some farm supplies are suitable for domestic use however, and every few months surplus goods have to be disposed of, with some difficulty, at discounts of 60% to 70% off the expected retail price. At present these goods are sold to surplus goods merchants in the city.

The AWU has not mentioned health or housing. The Society is planning to introduce a subsidised employee health scheme, and a housing loan scheme. These are both Government-sponsored schemes which will be available in all co-operative societies within the next few years, but the UFS hopes to be first in the field.

The UFS wage rates are presently rather higher than in most co-operatives, and far higher than casual labour rates on neighbouring farms. Some large plantations pay 5% more to their permanent employees and factory jobs in the city are 30% to 40% higher paid. They are hard to get and are two hundred and fifty kilometres away from Utopia.

You are fairly sure that the AWU would not take the dispute as far as a strike, since strikes are in theory illegal and in fact virtually unknown. The Union has no money for strike pay in any case and very few of the employees would survive a few weeks without their wages. You are determined to reach agreement at the forthcoming thirty minutes meeting.

Role Play Brief: The Union

You are a non-clerical employee of the Utopian Farmers' Society (UFS) and a member of the local committee of the branch of the Agricultural Workers' Union (AWU) which represents UFS employees in negotiations with management. You and your colleagues in UFS joined the AWU a few months ago, in early 1986, and you have recently presented your demands for improved wages and conditions for 1987. You know that the other employees, and the rest of the Union, are looking on this as something of a test case. If AWU gains what it wants, the new AWU is expected to increase its membership and credibility enormously. If you fail to get what you have asked for, the Union may have to withdraw from the co-operative sector where it has high hopes of increased support.

Your demands are, in summary, as follows:

- An immediate 25% salary increase across the board.
- Guaranteed security of employment with redundancy only allowed after discussion with the Union and six months notice, plus a cash sum equivalent to a month's wage for every three year service with the Society.
- Saturday morning working to be stopped without any additional hours to be added elsewhere.
- An AWU worker/member should be given a place on the Society's Management Committee.
- All employees should have a right to use the Society's goods and services at a 50% discount off the normal price.

You have heard that neighbouring plantations pay people 10% more than the UFS for summer work, and jobs in factories in the city, two hundred and fifty kilometres away, pay up to 40% more than the UFS. Inflation is running at 10% per annum in any case, so you feel that a 25% increase is reasonable.

About half of the fifty AWU members in the UFS are employed on a semi-casual labour basis, but most of them are in fact employed throughout the year. Only three or four are without work for two or three months at a time. All the others are so-called permanent employees but enjoy no job security in law or in fact.

Most of the workers are not really concerned about Saturday working but the Union Official has stressed that this is a national trend which symbolises worker solidarity.

Not many workers are actually in a position to use the Society's supplies or services, but a few workers are also farmers, and they would benefit enormously from the demanded concessions.

You are sure that the UFS would not risk a stoppage. You are prepared to threaten strike action but not actually to carry it out. Strikes are in theory illegal and in fact virtually unknown and also the Union has no funds for strike pay and the workers would not be willing to forego their regular wages.

You want a reasonable agreement as soon as possible, and you hope that this can be achieved in the forthcoming thirty-minute meeting between management and union representatives. You feel that you have a genuine grievance since the employees' wages are lower than most regular employees of any type of organisation, and they enjoy no medical or housing services or similar benefits which are often enjoyed by Government employees.

SESSION 11.3EMPLOYMENT AND THE LAW

Objective : To enable trainees to identify occasions when the law applies to relationships between employers and employees.

Time : One hour.

Material : Trainees' own examples of employment-related problems which they believe must be settled by recourse to law.

Session Guide :

- 1) Refer trainees to Topic 5. Point out that it is evidence of failure on the part of an employer if either he or his employee goes to law in an attempt to secure their rights. Such failure can arise from:
 - Failure to define the responsibilities, duties and privileges of either side at the time of appointment.
 - Ignorance of those aspects of the law that apply to employment.

Topic 5 dealt with the first category of problems. This session deals with the second.

- 2) If possible, invite a lawyer who is familiar with labour law and able to talk in layman's language, to contribute to this session. It may be more useful to ask him or her to comment and "rule" on the following problems or others that may be submitted by trainees, rather than asking him to deliver a lecture which may or may not be relevant to problems actually experienced by trainees in their work.
- 3) Describe each of the following situations to trainees, and ask them to decide what would be the outcome of the dispute, following the law of their country. Trainees should, if possible, have prepared in advance descriptions of labour relation problems which are known to them, and where they believe the law must be invoked. The descriptions should be used to replace or supplement the following examples.

If a lawyer cannot be obtained to participate in this session the Instructor should attempt to obtain an informed opinion on each case from someone experienced in labour law.

- a) An employee is found drunk at work, and strikes the foreman who discovers his condition. He is summarily dismissed, but claims that his terms of employment lay down a procedure for written warnings which must be followed prior to dismissal. He claims reinstatement or the statutory three months' wages in lieu of notice which must be paid for normal cases of termination of employment.

(Unless specific offences have been identified in the contract of employment as meriting instant dismissal, and his offence is included, his case may well be upheld.)

- b) An employee was loading bulk fertilizer and a particle fell in his hair and remained there. He returned home and while brushing his hair a piece of fertilizer then became lodged in his eye. He rubbed it rather than rinsing the eye or going for medical attention. This caused inflammation which eventually led to the loss of sight in the affected eye. The employee sued for damages, and the co-operative claimed that the injury was his fault since it happened at his home and not at work.

(The employee could show that the accident as opposed to the injury took place at work. The co-operative should have warned employees of the danger, and possibly provided protective clothing. The case would probably succeed.)

- c) A driver refused to carry grain in sacks across a customer's yard and into the store, while the normal approach road which would have taken the lorry right up to the store was closed for repairs. The co-operative issued the driver a formal warning of dismissal in case of recurrence of this misconduct. The driver claimed however, that his job description only required him to assist with unloading, and not with moving goods about in customers' premises or anywhere else.

(The job description or contract of employment should include some phrase such as "Carry out any task as directed by management in furtherance of the co-operative business" to cover such

eventualities. If it does not, the driver's case may be upheld and the warning may have to be withdrawn.)

- d) An employee was promoted to supervisory rank. Most supervisors were provided with subsidised housing, but no property was vacant at the time of his promotion. Two years later he sued the co-operative for the difference between the rent he was paying for his privately rented house and the subsidised rent payable for society housing, claiming that supervisors' contracts of employment included entitlement to such housing. The Co-operative argued that he had not signed a new employment contract when promoted, and his original contract did not include housing. They therefore claimed that he was not entitled to subsidised housing or to rent allowance in lieu.

(The Society's case would probably be upheld in law, but some ex gratia payment would probably be appropriate. All promotions should be accompanied by new employment contracts, if the conditions attached to the new position are in any way different from the old one.)

- 4) Stress that "amateurs" should not meddle with the law. Employment contracts and similar documents must be drawn up in consultation with a lawyer, and managers need only be aware of the situations when they should seek professional advice.

training and education

- 12.1 The Limitations And Methods
Of Training
- 12.2 The Use And Design
Of Training Courses

SESSION 12.1

THE LIMITATIONS AND METHODS OF TRAINING

Objective : To enable trainees to identify what training can and cannot achieve, and to select appropriate methods of training to achieve certain objectives.

Time : One to two hours.

Session Guide :

- 1) Ask trainees whether they believe that training can remedy all the staff problems in co-operatives. Ask them what sorts of problems cannot be solved by training.

There are a number of different types of problems that cannot be solved purely through training courses. Attempt to organise trainees' responses into those relating to the organisation and those individuals.

- 2) Ask trainees what sorts of organisational weaknesses may prevent even the most skilled and best trained staff from performing an effective job:-

If the organisation is poorly structured (see Topic 1) it may be difficult for even the most competent people to perform their job properly.

- If for some reason the staff are motivated incorrectly, they may achieve their objectives but these will not be those which best serve members and the national interest.

Staff may attempt to secure their own jobs, to build their own "empires" or to make as large a profit as possible. These may not necessarily be in the best interest of members. (See Topic 7).

- 3) Even if the organisation is properly structured and staff are properly motivated, individuals may have failings which cannot be corrected by training alone. Ask trainees to suggest what these may be.

- Staff may be dishonest.
- Staff may be lazy.
- Staff or members may not be temperamentally inclined to co-operate with one another.
- Staff may be careless.

Ask trainees what effect training alone may have on these types of faults:

- Training may make the dishonest man more successfully dishonest.
- The lazy staff member may continue to be lazy during the training course.
- A staff member who is basically unco-operative will not have his attitudes changed purely through training.
- Even the best trained accounts clerk or vehicle mechanic will still perform his tasks sloppily and inadequately if he is very careless by disposition.

Stress to trainees that training on its own can achieve very little, and even in conjunction with organisational and other improvements it cannot solve every problem.

Ask trainees to comment on the number of courses they themselves or their staff have attended. Does the period spent in training necessarily relate to their excellence of performance?

- 4) Go through the various methods of training, briefly summarising their advantages and disadvantages. Refer, when appropriate, to sessions in this course and write down the name of the training method with its code letter as it is dealt with.

A : Lectures

- + A great deal of material can be dealt with in a short time.
- + A prominent person can make a personal impact.
- There is no opportunity for feedback.
- The lecturer has no way of knowing whether he is understood.

B : Case Studies

- + Real situations can be studied by trainees.

- + Techniques can be tested against reality.
- Trainees have no responsibility for the solutions they suggest.
- Time must be spent familiarising themselves with irrelevant or fictitious situations.

C : Exercises

- + Trainees individually must complete a task.
- + Trainees' errors can be individually identified and dealt with.
- The classroom situation is wholly dissimilar to the reality of the job.
- Trainees may feel that they are in an academic as opposed to a practical situation.

D : Discussion

- + A wide range of opinions can be invited and discussed.
- + All trainees have an opportunity to state their opinions or failure to understand.
- Discussion can be very inconclusive, irrelevant and discursive.
- Discussion is wholly unlike any real job.

E : Role Plays

- + The trainee feels himself in the situation of the actual job holder.
- + The situation develops on its own as it actually would in the real world.
- The artificiality of the exercise may mean that it is irrelevant.
- Trainees may not take it seriously.

F : Games

- + The interactive and unexpected nature of reality can be simulated.
- + Trainees actually have to work under time pressure.
- Winning the game may take on more importance than learning the techniques.
- The game situation is very dissimilar to the real world.

G : Projects

- + These are closest of all to the real job situation.
- + The result of the project may be of positive value for a co-operative society.
- Projects require a great deal of individual supervision.
- Co-operatives or other institutions may be unwilling to give the time to trainees.

- 5) Briefly summarise and list on the chalkboard/OHP together with their code letters the following co-operative staff member deficiencies:

"T" a Chief Storeman was unable to order the correct quality of goods to be stocked because he could not appreciate the effect of changes in availability and price and the cost of stocking and variations in off-take.

"U" a Committee Member finds it difficult to appreciate the role of Government in relation to co-operatives and is thus baffled and confused in discussions where this topic is relevant.

"V" an Auditor is competent at the technicalities of his job but is unable to deal effectively with irregularities when he discovers them.

"W" a Co-operative Extension Officer understands what he should tell farmers but is unable to persuade conservative and older people to change.

"X" a well-trained Mechanical Engineer is unable to apply his training to the realities of the processing factory floor.

"Y" an Accounts Clerk misposts sums of money to the wrong accounts.

"Z" a Co-operative Veterinary Officer fails to recognise the diseases of cattle or to recommend the appropriate remedies.

- 6) Ask trainees to pair the staff training needs just described with appropriate learning methods to solve them. Stress that in fact a combination of training methods might be appropriate but for the purposes of this exercise they should choose the most appropriate method for each staff deficiency.

Opinions will vary but a reasonable set of pairings is as follows:

A Z, B V, C Y, D U, E W, F T, G X.

- 7) Discuss any differences of opinion and refer again to sessions in this course to show how various subjects have been covered with different training methods. It may be useful at this stage to discuss whether these have in every case proved effective.

SESSION 12.2

THE USE AND DESIGN OF TRAINING COURSES

Objective: To enable trainees to select appropriate institutions and types of courses for their co-operative society staff.

Time: Two to three hours.

Session Guide:

- 1) Ask trainees to list the various institutions which are offering any form of training which they believe may possibly be appropriate for co-operative staff. They should include overseas training, the University, polytechnics, agricultural colleges, the Co-operative College and any local or central training institution which offers courses in subjects which are relevant to co-operatives.

Stress that it is unnecessary for a course to be designed and offered specifically or only to co-operative staff. There are very few subjects which are unique to co-operatives.

- 2) Ask trainees to identify the basic types of courses in terms of their duration. They may categorise them as follows:
 - One year or longer degree, certificate or diploma type courses.
 - Courses of two or three weeks or a month or so with no formal qualification but demanding full-time attendance.
 - Two- to three-day courses on a residential or full-day basis.
 - Part-time courses in evenings or possibly half a day or so a week, offered over a fairly long period.
 - Correspondence courses.
- 3) List the major subject areas in which training may be required. These may be categorised in a variety of ways but the list may be as follows:
 - Management.
 - Book-keeping, accounting and financial management.

- Technical courses in agriculture, engineering and so on.
 - Basic skills courses in machine operation, driving, typing etc.
 - Courses in co-operative "consciousness raising" or similar subjects.
- 4) List on the chalkboard/OHP all the types of training which are available, showing the institutions, the type of course by the time involved and the subject. This list should be as complete as the Instructor's and trainees' knowledge will allow, and should thus represent the total of all types of training which are available for co-operatives.

Training courses which are beyond the reach of co-operatives because they are too expensive or co-operative staff are unlikely to be qualified for them, need not be included.

- 5) Ask trainees to identify the various groups of staff within their co-operative societies and briefly summarise their training needs. Here again the way in which staff are divided up may vary but the following sets of categories may be useful.
- Management.
 - Accounts staff.
 - Clerical staff.
 - Extension staff.
 - Drivers.
 - Labourers.
 - Committee Members.
 - Ordinary Members.

The training needs will obviously vary. This will involve a degree of generalisation but it should be possible for trainees to state one or two general types of areas in which these people need training. They should not ascribe a particular training need to every group since some may operate perfectly effectively or be in no need of training. Trainees should not be encouraged to feel that training should be undertaken for its own sake.

Go through the list of available training courses with trainees and allocate groups of staff to the appropriate course if it exists. Ask trainees whether it is feasible to send this type of staff on the course so identified and discuss how the complete group of staff can be trained over what sort of period.

- 6) There are likely to be one or more groups left for whom no convenient, economical or suitable form of training is available. Trainees may or may not already be conducting their own training courses but elicit from them the suggestion that a co-operative should organise training for itself when necessary.

- 7) Divide trainees into syndicates of four or five members. Attempt to put together in each syndicate a group of trainees who have identified similar unsatisfied training needs in their societies and who therefore need to develop similar types of "in-house" training. Allow syndicates up to forty-five minutes to design a training course which is suitable for one particular group of staff which they have identified. It may also be possible to put trainees together whose societies are near to one another so that they can actually co-operate in running joint training programmes with one another. Syndicates should aim to produce an approximate outline of a proposed training course which includes the following information:
 - The target group for whom the course is designed with their approximate number.
 - A statement of their present performance deficiency together with the improvement which is expected to be achieved through attendance of the course.
 - The duration of the course.
 - The approximate allocation of time to various subjects.
 - An indication of the training methods which will be used for each subject.
 - Identification of the instructors who will be used for the training course.
 - Identification of the physical place and facilities which will be used to hold the course in.

- A very approximate estimate of how much it will cost to conduct the course together with a statement of how the necessary funding will be obtained.
 - A statement of how the results of the course will be evaluated and how those responsible for it will know whether it has achieved its objectives or not.
- 8) Stress that it is always advisable to refer to the specialist in training for further refinement and elaboration of a training programme.

topic

13

action learning
and commitment

SESSION 13.1

ACTION LEARNING AND COMMITMENT

Objective : To enable trainees to apply what they have learned to their own situation, to develop a solution to a specific problem with the assistance of the group and to commit themselves publicly to its implementation by a given time.

Time : Minimum one day (8 hours).

Session Guide :

Trainees should have been warned at the beginning of this course that at the end they would be expected to describe a specific problem facing them at work, and to develop and present a solution to the problem that they will implement on their return home.

They should have been reminded of this constantly throughout the course, and of the need to identify at least one problem which the course will help them to solve. This final day gives them the opportunity to develop a solution to this problem, using what they have learned during the course and in consultation with a number of other trainees, and then to present the solution to the whole group for criticism and comment.

The problems and their solutions will of course be unique to each trainee and his organisation, but typical examples might be as follows:

- Problem: The three staff working in the store for produce and supplies are very slow in carrying out their duties. They always try to push work on to each other, and members complain about their inefficiency and lack of interest in their work. The store is untidy, and when I try to correct them, they always blame each other for not doing what they ought to do. Their attitudes must be changed, otherwise the society will suffer.
- Solution: I am going to have a meeting with them and discuss the situation. I shall carefully explain to them the overall

objectives of our society and explain how the work in the store must be carried out in order to contribute towards the achievement of the overall objectives. I shall furthermore divide the workload among them and work out a clear job description for each one of them, so that none of them can escape his duties any longer and put the blame on his workmate.

- Problem: When the management committee has taken certain decisions, which affect the work of all my staff, it usually takes a

very long time before everybody complies with the new directives for work. Particularly store workers and drivers are slow in applying the new directives. Sometimes this creates big confusion in our work and even counterproductive actions.

- Solution: I am going to investigate the reasons for this. I think it has to do with inefficient communication from me as a manager to my staff. If this is the case, I will have to establish a better information system. All written information will from now on be translated into the local language, and I will convene even junior staff to attend staff meetings.

The time available should be divided into two sections. During the first section, trainees should work in syndicates of at least three people. Each trainee should have a minimum of 30 minutes to describe his problem to his syndicate and to discuss and develop with their advice a solution, together with a timetable for its implementation. Syndicates should be made up, if possible, in a way which excludes people from the same society, and includes a range of skills and experience. Trainees should be encouraged to regard their 30 minutes or more as a consultancy opportunity, during which the accumulated expertise of their colleagues is freely available to them.

During the second section, each trainee should have at least 10 minutes in which to present his problem and its solution to the whole of the rest of the group, and to hear and react to at least a few comments and suggestions.

Even in this brief period, every trainee must be sure to:

- Describe the problem.
- Describe the solution.
- Describe how the solution will be "sold" to whoever is involved.
- State a specific date by which a specific part, or the whole, of the plan will be completed.

(Trainees who are in charge of a society may feel that it is unnecessary to "sell" their ideas, because subordinates will in any case do what they are told. Trainees should be warned in advance of this error. Subordinate staff may do what they are told because they are frightened of the consequences if they do not, but they will not make their full contribution, unless they are convinced of the advantages of doing whatever has to be done.)

Trainees should be encouraged to arrange to meet each other at work after the course, and if possible a series of small consultancies, based perhaps on the action commitment syndicates, should be set up. The instructor should also undertake to visit or otherwise contact each trainee around the promised date of completion of the plan, in order to ascertain whether or not it has been implemented. It must be stressed that this is not in order to evaluate the trainees, but the training course itself.

If possible a brief reunion should also be arranged, to take place after an appropriate interval. If this can be done, trainees should be asked to state in this session exactly what they plan to have achieved by the date chosen for the reunion, so that they can on that occasion compare progress with the stated intention. This is not only a useful evaluation device, but more importantly, the public commitment and knowledge of the forthcoming reunion will be a powerful incentive to the actual implementation.

The allocation of time within the period will obviously depend on the number of trainees and the time available. It is important that whatever timetable is selected, it should be closely adhered to, since otherwise some trainees may be deprived of the chance to discuss their problem within their syndicate or to present it to the whole group. These may very well be the more reticent members of the group, who can benefit most from the experience.

Possible timings are as follows:

- 16 Trainees Six Hours :

First Section: Three hours in four syndicates of four, each having 45 minutes for discussion of his problem.

Second Section: Three hours in plenary session, each trainee having approximately 10 minutes to present his solution.

- 20 Trainees Six Hours :

First Section: Two-and-a-half hours in five syndicates of four, each trainee having about 35 minutes for discussion of his problem.

Second Section: Three-and-a-half hours in plenary session, each trainee having approximately 10 minutes to present his solution.

If more than 20 trainees are in the group, it may be necessary to allocate more than one full day for this exercise. This will be time well spent, since this period can provide an effective "bridge" between the course and the real world, and ensure that trainees regard the completion of the course not as the end of the training period, but the beginning of personal improvement on the job.