



USAID
FROM THE AMERICAN PEOPLE



MODULE I: Membership ^(v1)

SELL MORE FOR MORE

FACILITATOR'S GUIDE

Zambia Profit+

Farmer organization training and planning in improved business

February 2014

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government. The publication was prepared by ACIDI/VOCA in compliance with the terms and conditions of Task Order No. AID-611-TO-12-00002.

Acknowledgements

Sell More For More was first launched by ACDI/VOCA in Rwanda to link maize cooperatives to markets by strengthening their management and production skills. It has been further developed by ACDI/VOCA to support a wider range of farmer group structures and products.

In collaboration with staff and partners of Zambia Profit+, Sell More For More has been adapted for the farmer cooperatives and Organizations of Zambia.

ACDI/VOCA trains local farmer organizations to support the implementation of Sell More For More. As part of a localization strategy to achieve sustainability, we then seek public and private institutional partners to continue strategic elements of ongoing training and capacity building. Although we share many resources with other institutions, ACDI/VOCA retains rights over materials to help maintain consistency in design and implementation.

Zambia PROFIT+ implemented by:

ACDI/VOCA (www.acdivoca.org)

Since 1963 and in 146 countries, ACDI/VOCA has empowered people in developing and transitional nations to succeed in the global economy. Based in Washington, D.C., ACDI/VOCA is a nonprofit international development organization that delivers technical and management assistance in agribusiness, financial services, enterprise development, community development and food security in order to promote broad-based economic growth and vibrant civil society. ACDI/VOCA currently has approximately 60 projects in 30 countries and total revenues of \$173 million.

Zambia Profit+

The Production, Finance and Improved Technology Plus (PROFIT+) program is a core activity of USAID's Feed the Future (FTF) global hunger and food security initiative in Zambia. PROFIT+ is fostering economic growth, significantly contributing to Millennium Development Goal one: halving the proportion of people living in extreme poverty and suffering from hunger by 2015. The program targets smallholder farmers and agro-enterprises to increase agricultural productivity and facilitate inclusive access to markets and private sector investment in target value chains. The project focuses on three objectives: 1) improved smallholder productivity; 2) greater access to markets and trade; and, 3) increased private sector investment in agriculture-related activities.

Introduction

This training manual is based on the Sell More For More methodology created by ACDI/VOCA. In this highly interactive training program, attendees create specific strategies to increase the quantity of their marketing output (“sell more”) and meet high quality standards to earn higher prices (“for more”). The program provides technical agricultural training of trainers for inputs, production and post-harvest handling. It also has four management training modules on membership, marketing, money and management for farmer organization leaders and board members.

The four management modules are intended to be delivered to members of two farmer organizations at the same time in order to facilitate learning and collaboration between groups. Each module lasts three days. Modules should be spaced in two-week intervals to allow time for the attendees to complete practical assignments. This material is designed to be delivered in a facilitative format (no lectures, no PowerPoint) whereby participants engage in learning activities and then capture their insights in individual *Planning Books*. This is an essential tool that not only guides participants through the workshops but also serves as a record of solutions, action items and new strategies resulting from the activities. The *Planning Books* logo (shown at right) designates activities that involve attendees entering information into their books. To this end, facilitators should bring plenty of flip charts, markers and tape. Additional supplies are listed in the activity descriptions. The facilitator must be flexible, as each workshop will be a unique experience with each new group.



These manuals use the term “farmer organization” or “Organization” to represent all types of cooperatives, Organizations and farmer groups. Feel free to use the appropriate term when facilitating your sessions.

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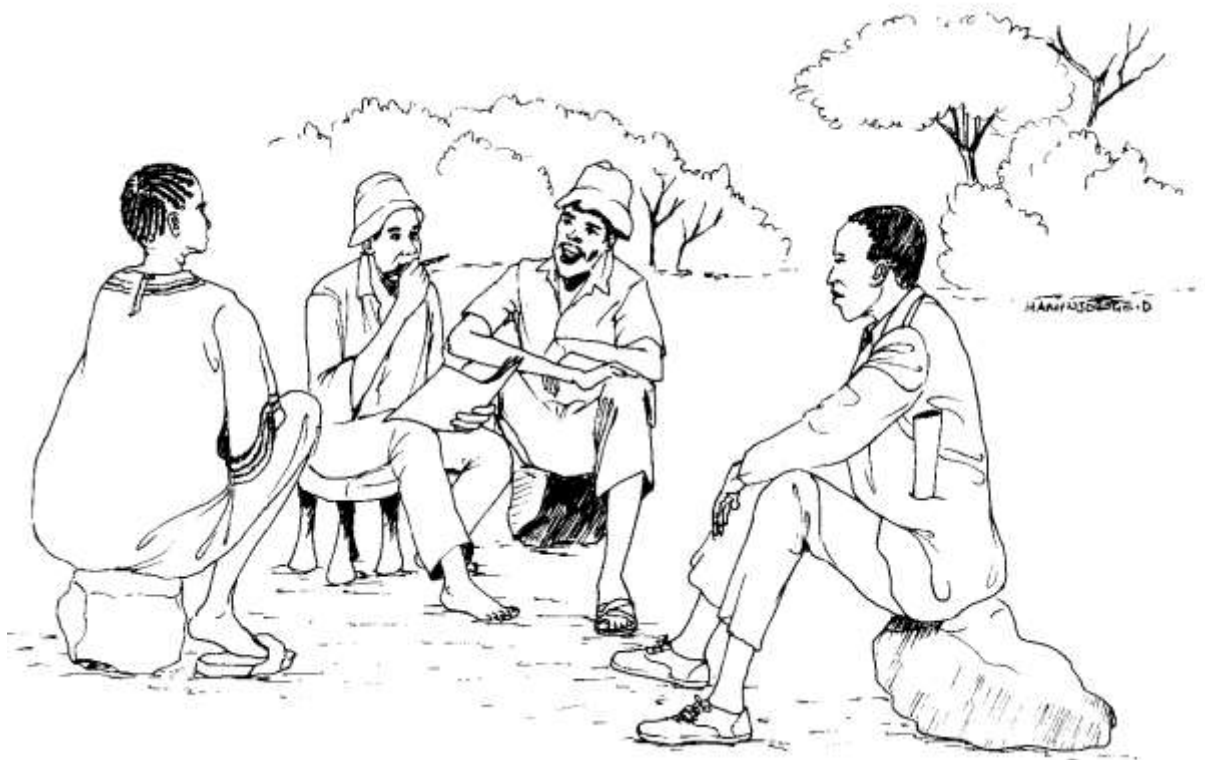
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Module I: Membership

This workshop will take three days to complete.

Goal:

Farmer organization leaders and management committees identify ways to improve managerial accountability and to strengthen their transparency in providing valuable services to members.



NOTE:

The pre-assignment for this first session must have been assigned in advance.

Pre-assignment: **ALL PARTICIPANTS MUST READ THEIR GROUP BYLAWS**

Chapter I: Why are we here?

OBJECTIVE

Participants are able to articulate the specific goals they wish to accomplish through the farmer organization and the workshop

MATERIALS

- Appendix I (for facilitator only)
- 4 tennis balls or small fruit
- 4 key rings
- 15 pieces of string
- 30 **Planning Books** (one for each participant)

WHAT PARTICIPANTS NEED TO KNOW

- Why they are here
- Rules of the workshop sessions

ACTIVITIES

I.1 Icebreaker

(MIX) Begin with the Tennis Ball Challenge described in Appendix I. This activity will be a strong icebreaker that encourages collaboration and starts the workshop with a sense of enjoyment. Divide all 30 people into 4 groups (perhaps in groups of 7, 7, 8 and 8), mixing the members of the two Organizations. Instruct everyone in the group to first introduce themselves before attempting the challenge.

When the facilitator gives the signal, each small group should try to transfer their ball to the cup or on the ground. If a group drops their ball, they must start over.

As part of the debriefing of the activity, emphasize that the activity mimics the need for group leaders to work together to lead their organization successfully.

1.2 Rules & Planning Books

(ALL) The facilitator should write the basic rules on a flipchart and invite the participants to add additional rules. Leave the flipchart on the wall for the entire duration of the workshop, and bring it back for all the following sessions.

Rules
1. <i>Participate</i>
2. <i>Arrive on-time</i>
3. <i>Respect</i>
4. <i>Bring your Planning Book</i>

Explain to the participants:

“This workshop may be unlike any you have ever attended. Throughout the weeks that we spend together, you will constantly be moving, working in small groups, collecting ideas, providing feedback to each other, and making serious plans. Everyone’s participation is required. Just as you could not have succeeded in the tennis ball activity without everyone participating, so must everyone participate in all of the activities we have. Also, our seats will never be fixed. Every day has multiple activities planned, and we will divide into different groups to complete those activities. Sometimes you will work in small groups; sometimes you will work in large groups. Sometimes you will be paired with people in your organization, and sometimes we will mix members from the other organizations. We expect you to learn more from each other than you learn from the facilitators.

In addition to participation, we need everyone to arrive on-time, and we the facilitators will also respect the time. Everyone must also always bring your copy of the **Sell More For More Planning Book** which we are passing to you right now. Write your full name and the name of your farmer organization on the front cover as soon as you receive it.

An important rule that we have is respect. We must all respect each other’s ideas and opinions and understand that we are all working together to improve our farmer organizations.”

Repeat each proposed rule and then ask “Are there any other rules that you would like to add?” Prompt the group by asking questions such as “How will we deal with people who are late?” and “Do many people have cell phones?”

After the group has completed making the rules for the workshop, the participants write them in their **Planning Books**.



I.3 Why did you join the Organization?

(ALL) After the stimulating ice breaker and the quick section about rules, instruct the two Organizations to each sit in a circle and have everyone in the circle introduce himself/herself, and state why he or she joined the Organization. The facilitator should collect these reasons for joining the Organization on a flipchart.

Debrief:

After collecting contributions from everyone, then go around the group one more time and ask everyone if the Organization has succeeded in fulfilling their expectations or goals they had when joining. Usually in this exercise we see a disconnect between the reasons why people joined and whether the Organization is fulfilling that initial promise. As examples:

...if someone says that they joined because they wanted to receive help purchasing inputs, ask them if the Organization has consistently provided inputs to them on-time every year.

...if someone states that they joined to make more money, ask them if the Organization has helped them make more money.

Finish the debriefing by making the point that this workshop will help us ensure that your Organization meets the many expectations of its members. We will examine all of the topics you mentioned and we will find ways to improve your ability to meet those needs and expectations that you share with your fellow members.

Chapter 2: Organization Benefits

OBJECTIVE

Participants are able to explain to others the benefits of belonging to their Organization.

WHAT PARTICIPANTS NEED TO CREATE

A common message of what the Organization does, why it does it, and what makes it special.

MATERIALS

- Flipcharts & markers

ACTIVITIES

2.1 Our Benefits

(SEPARATE) This intra-Organization activity (meaning they should stay with members of their own Organization) will help participants realize the wide range of benefits (social, agricultural and economic) that their Organization offers. This list will begin to inform the marketing and outreach message.

Instructions

Divide each Organization into three smaller groups of five participants. Ask each group to use a marker and piece of flipchart paper to create a list of ten (10) benefits of belonging to their Organization. The facilitators should circulate in the room and help encourage brainstorming among the group by asking questions. After each group has completed making their lists, the groups report out one at a time and the facilitators create one common list which the participants capture in their **Planning Books**.



Examples of possible answers: There are many benefits of belonging to an Organization. This is not a comprehensive list but one that should inform this exercise:

- *Collective bargaining*
- *Collective marketing*
- *Collective sale*
- *Economies of scale / bulk purchase*
- *Reducing transaction costs*
- *Reducing uncertainty (prices, inputs)*
- *Provide new services not otherwise available*
- *Ownership and democratic control*
- *Increased farm income*
- *Quality of supplies and products*
- *Enhanced competition*
- *Expanded markets*
- *Improved farm management*
- *Legislative support*
- *Local leadership is developed*
- *Added community income*
- *Stronger rural community*
- *Empowers women*

2.2 Our Image

This intra-Organization activity will help the Organizations create and project a common image.

Instructions

(SEPARATE) The participants remain in the same small groups as the previous activity. Instruct each group to first discuss the list of benefits we created in the previous exercise and to identify those benefits that they think are most important.

Then instruct each group to use the various colors of markers and flipchart paper to create an image that represents their Organization. This image should be a drawing or combination of drawings. It may look like something that would go on a company logo, a company brochure, a flag or a crest. The image is a visual representation of the services and benefits provided by the Organization. Encourage each Organization to consider the role of women in their Organization and how women can best be considered and engaged in this vision.

After each group has created the image, they will share with the other two groups in their Organization (not the entire room). As they share their images, they should highlight what elements they included in their image and why. These will likely include several of the benefits, such as on-time input delivery, helping the community, and helping members make money. The group should then decide which image (or create a new image) that best characterizes their vision for the Organization.

2.3 Our Purpose Statement

This intra-Organization activity will help the Organizations create a common purpose statement that they will use to communicate to potential new members, buyers, and other external audiences.

Instructions

(SEPARATE) The participants remain in the same groups of fifteen (the Organizations are separated) in which they finished the previous activity. At this point they just identified the graphic which they think best describes the vision for their Organization and they've discussed the elements of the graphic. The two Organizations must now create a short statement about who they are, what they do, and what makes their Organization special. This purpose statement should be 3-4 sentences long and it should include some passion and vision of what the Organization is trying to achieve.

If the Organization has created a vision statement in the past, they should use this opportunity to add to or improve it. If and where appropriate, prompt the Organizations to consider including something in their message about respecting, engaging and empowering women. The final task is for each Organization to select a representative to stand up and present their message to the other Organization.

Before continuing, instruct everyone to draw their image and write their purpose statement in their **Planning Books**.



Chapter 3: Organization Bylaws

OBJECTIVE

Participants will be able to improve adherence to the bylaws by knowing how to find information within the bylaws.

WHAT PARTICIPANTS NEED TO CREATE

A list of three specific strategies to improve adherence to bylaws.

MATERIALS

- Flipcharts & markers
- Minimum of 3 copies of bylaws for each organization
- Two copies of Appendix 2
- Paper for participants to create H-M-L slips

ACTIVITIES

3.1 Bylaws Seek and Find

This intra-Organization activity will teach the participants to find information in their bylaws.

Instructions

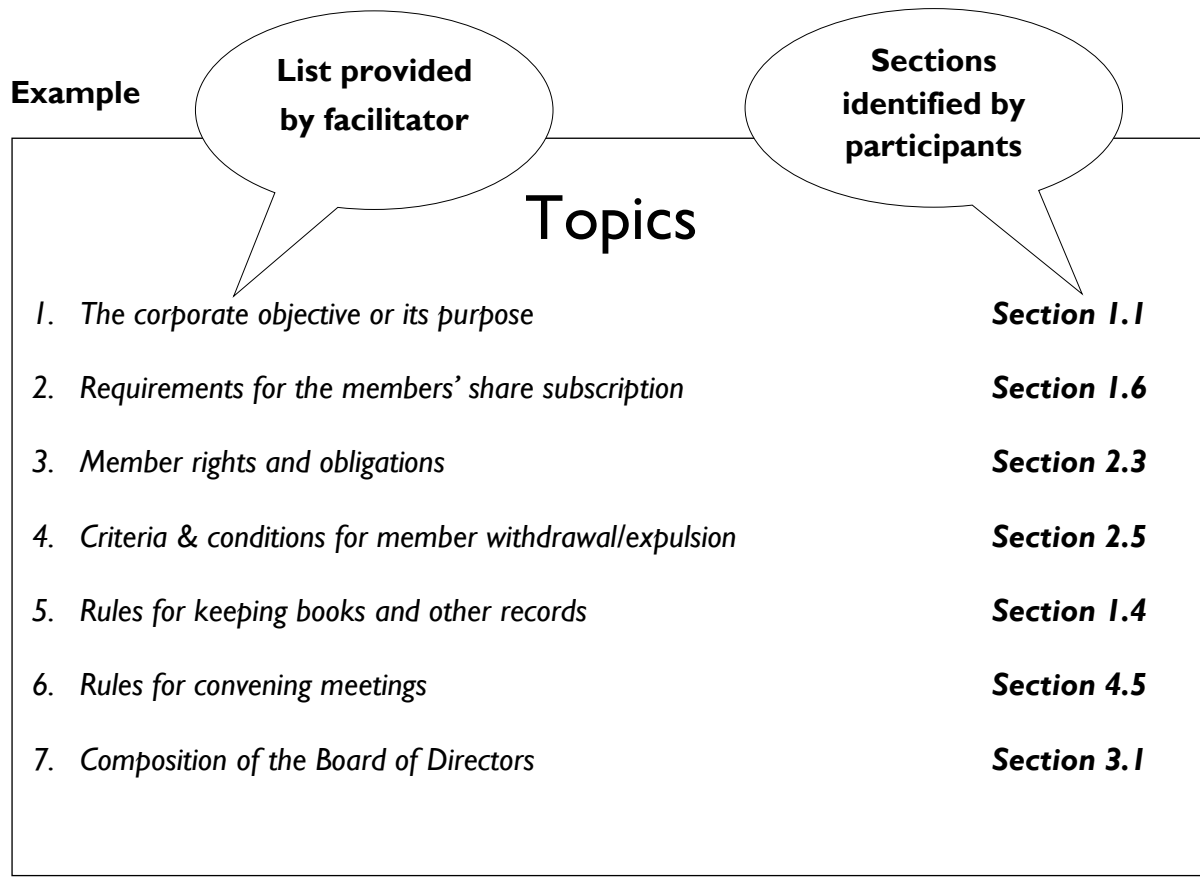
(SEPARATE) Divide the participants of each Organization into three groups of five and provide each group with a copy of their Organization's bylaws. Provide each group with a list of approximately seven topics which they must find in their bylaws. Next to each topic on their list, they must write the section number where the information or answers are found in their bylaws. The facilitators should circulate among the groups to know when each group has finished finding all the topics.

Possible Topics

The facilitators can modify this list depending on additional information they have gathered about the specific Organizations during the initial meeting.

1. *The corporate objective or its purpose*
2. *Requirements for the members' share subscription*
3. *Members' rights and obligations*
4. *Criteria and conditions for members' withdrawal or expulsion*
5. *Modalities for keeping books and other records*
6. *Modalities for convening meetings of the organs of the Organization and of regional meetings*
7. *Composition of the Board of Directors*
8. *Criteria for the eligibility of Board members*
9. *Composition of the Supervisory Committee*
10. *Criteria for the eligibility of Supervisory Committee members*
11. *Procedures for amending the by-laws*
12. *Use of the equipment of the Organization*
13. *Maximum term of President*
14. *Announcing meetings*

- 15. Explanation of minutes
- 16. Rules on how voting is conducted
- 17. Explanation of the manager's role in board meetings
- 18. Description of how internal audit is performed
- 19. Explanation of how new members are adopted
- 20. Explanation of how complaints against members are handled
- 21. Explanation of how expulsion of members is handled



3.2 High-Medium-Low

This activity will help participants determine how well they think they are following their bylaws, and the facilitator will help them identify the three (3) things that received the most L (low) votes (those three will be further discussed in the following exercise).

Instructions

(SEPARATE) Have all the participants from the two Organizations stand on two different sides of the room in an open space. Write the letters **H**, **M**, and **L** on pieces of paper and place them on the floor in a row with approximately two meters of spacing among the letters. Provide each person with three small piece of paper with the same letters (**H**, **M**, and **L**). Or, simply ask them to tear a paper into three pieces, and to write **H**, **M** and **L**.

Then explain to the participants: “You all have three (3) pieces of paper with **High**, **Medium**, and **Low** written on them. I will read many common rules and you will judge how well you think your Organization follows those rules in your bylaws. For each rule, you will choose H if you think your Organization follows this rule very well, M if you think your Organization follows the rules sometimes, and L if you seldom follow the rule. You will then stand next to the letter on their floor that corresponds to your choice.

Importantly, this activity must be done in a way so that you do not share your answers with each other so as to influence others’ decisions. After I read each rule, each of you will select a letter in secrecy, holding your letter in front of your body. You will hold the remaining two letters behind your body. After I read the rule and you choose your letter, I will count one, two, three and we will all reveal our selection at the same time and move quickly to the corresponding letter on the floor.”

After each participant moves to the position on the floor, the facilitators should perform two critical things:

- 1) DISCUSS: facilitate discussions on patterns and discrepancies as they arise (such as if everyone picks L or if the Organization is split H-L), asking why people chose what they did, and
- 2) TRACK: track the number of votes using the H-M-L Form provided in Appendix 2.

Important: As stated in the previous paragraph, the facilitators need to track each group using the handout in Appendix 2 (make copies head of time). This gets complicated because not only must the facilitator read each statement and debrief the groups, but he/she must also track the results. It is therefore very helpful to have a second co-facilitator help out. As soon as this activity is complete, the facilitator will hand to each Organization a completed H-M-L Form, circling the rules which the Organization gave predominantly ‘Low’ answers for. Be sure to get a copy or picture of the completed H-M-L form for your report, too!

List of Rules

The facilitator can modify this list of questions based on any additional information they have gathered from previous assessments of the Organization. Notice that this exercise starts with two simple practice examples to introduce participants to the process of voting. Feel free to replace the practice examples with any topic that is more relevant to the group.

Practice: I like to drink cold water.

Practice: I like to watch football on television.

1. We follow our corporate objective/purpose.
2. Every member pays his/her share subscription.
3. Our members know their rights and obligations.
4. We follow the rules when members want to withdrawal.
5. We keeping up-to-date books and other records.
6. We follow rules for announcing meetings as written in our bylaws.
7. We follow rules for conducting meetings as written in our bylaws.
8. Our Board members follow the law of the maximum term in office.
9. Our Organization tries to include women on the Board or in other leadership positions.
10. Our Organization actively encourages the involvement of youth.
11. We follow the criteria for the eligibility of Board members as written in our bylaws.
12. Our Supervisory Committee supervises the management of the Organization once every three months.
13. Our Supervisory Committee verifies that our Board of Directors implements its decisions.
14. Our Supervisory Committee helps disseminate rules, resolutions, and other decisions made by the Board members of the Organization.
15. We follow procedures for amending the by-laws.
16. We limit use of the Organization's equipment to that of the Organizations' and its member's activities (in other words, we don't provide services to non-members).
17. Our President respects his/her maximum term limit.
18. Our Secretary keeps minutes from the General Assembly meeting in the appropriate book.
19. Our minutes are signed by the Secretary and Chairperson, and they are always reviewed and approved at the following General Assembly meeting.
20. Our members vote according to our bylaws.
21. Our manager attends Board meetings simply to advise but does not vote, in accordance with the law.
22. We have an audit of our books and records once per year.
23. We follow our rules on how to accept new members.
24. We use the bylaws as a guide when handling complaints against members.

3.3 Improving Adherence to Bylaws

This activity allows each Organization to make a plan to address three critical failures in following their bylaws.

Instructions

(SEPARATE) The two Organizations now sit in different places to discuss the results of the H-M-L Form. The facilitators should have circled the rules for which there were the most L (low) votes. The Organizations then discuss within their own group how they will improve their adherence to those laws. The participants will then capture those plans in their **Planning Books**.



3.4 Legal Registration

This activity allows each Organization to review the items required for legal registration.

Instructions

(SEPARATE) Ask each Organization to meet as a group of fifteen people: do not mix Organizations. Ask them to review the requirements list shown in their **Planning Books**:

- Application
 - signed by two officers
 - approved by-laws and intended purpose
 - analysis of funds to cover operations
 - projected number of members
 - terms of officers and meeting frequency explained in by-laws
- Membership
 - Maintain a member log with amounts of dues or shares paid
 - Minimum age of member is 16; minimum age of board member is 21
- Annual general meeting
 - At least one per year, and within 6 months of year end
 - Invitations with agenda must be issued at least 21 days prior to meeting
 - Issue individual member statements
 - Provide overall financial performance
 - One vote per member, and no voting by proxy
 - By-laws amended only by 2/3rds majority
- Record keeping
 - Registrar will audit record books annually
 - Any member can request a copy of income statement and balance sheet

Full copy of law is located at: <http://www.zambialii.org/zm/legislation/consolidated-act/397>

Ask each cooperative to answer the following questions:

- Is the Organization legally registered?
- If not registered, have all of the items been submitted?
- If the above items have not been submitted, what is still missing?



Chapter 4: Organization Roles

OBJECTIVE

Organization leaders will each be able to communicate their roles, as well as the roles of the organs and other leaders, and identify ways to improve their roles.

WHAT PARTICIPANTS NEED TO CREATE

A list of three ways to improve their role in the Organization.

MATERIALS

- Flipcharts & markers

ACTIVITIES

4.1 Responsibilities

This cross-Organization activity (mixing people from the two Organizations) will help the participants differentiate the responsibilities among the primary organs: the General Assembly, the Supervisory Committee, the Board of Directors and the Manager and his/her employees. Participants use the diagram in their **Planning Books** to complete this activity.



Instructions

(MIX) Divide the participants into six groups of five people. Each group should have members from both Organizations. The facilitator reads each of the 30 responsibilities one at a time in numerical order.

For example, “Number one, which organ <elects members of the Board of Directors, the Supervisory Committee and other committees >?”

Each group will then discuss the responsibility and place the number in the correct column.

Then the facilitator reads the second: “Number two, which organ <directs the Organization>?”

After the facilitator has read through all the responsibilities in order from 1 to 30 in numerical order and the small groups have entered all the numbers into one of four columns, the debriefing occurs by asking various groups to read the numbers they have in each column. If other groups disagree with the category in which numbers were placed, then the facilitators hold a conversation on it to clarify the responsibilities.

Who has this responsibility?

- 1 elects members of the Board of Directors, the Supervisory Committee and other committees
- 2 directs the Organization

- 3 supervises resource management or ensure cash management in the absence of accountants
- 4 prepares the General Assembly meeting
- 5 supervises the management of the Organization once in every three (3) months and at any time it is considered necessary
- 6 discusses general business of the organization of which notice has been given to the members in the manner prescribed in the by-laws of the organization
- 7 gives decision on the audit report
- 8 supervises the functioning of the permanent internal auditor of the Organization
- 9 takes care of sale products, assets, houses, human resources and other assets of the Organization
- 10 drafts the internal regulations of the Organization
- 11 meets at least once per year for assembly meetings
- 12 examines and recommends the admission of new members
- 13 submits the activity report and the financial statement of the Organization to the General Assembly
- 14 prepares the draft budget for the following year
- 15 helps in disseminating to the members the laws, by-laws, resolutions and guidelines to create understanding and harmony in the Organization
- 16 approves the minutes of the preceding general meeting, admits new members
- 17 prepares the business plan of the Organization
- 18 initiates profitable projects for the Organization
- 19 plans and coordinates daily activities of the Organization
- 20 signs contracts in the name of the Organization
- 21 approves the annual work plan and budget
- 22 ensures secretariat tasks and filing (in-coming and outgoing mail)
- 23 decide on how the annual net profit of the society is distributed
- 24 manages the Organization's property

- 25 verifies that the Board of members and other organs of the Organization implement all the decisions made in order to protect the general interests of the members of the Organization
- 26 amends the by-laws governing the Organization
- 27 monitors the financial situation
- 28 assists the board members and builds partnership with other stakeholders.
- 29 represents the Organization before the law
- 30 decides on joining other Organizations to form union, federation and confederation

Answer key



General Assembly (Members)

- 1
- 6
- 7
- 11
- 16
- 17
- 21
- 23
- 26
- 30



Supervisory Committee

- 5
- 8
- 15
- 25



Board Members

- 2
- 4
- 10
- 12
- 13
- 14
- 18
- 20
- 24
- 27
- 29



Staff

- 3
- 9
- 17
- 19
- 22
- 28

4.2 Role Challenges

This cross-Organization activity will help each person explain their position to the rest of the leadership group and identify three ways to improve their ability to perform their role.

Instructions

(MIX) This activity has 3 parts. Form groups by first having the corresponding board and management positions of the two Organizations pair together. For example, the two Presidents, the two Vice-Presidents, the two Treasurers, the two Secretaries and the two Managers, the two bookkeepers, the two storage managers, etc from both Organizations form pairs. The rest of the participants who do not have a specific title should join one of the pairs in which they are most interested so that they can contribute to the discussions.

Part 1: Each group must discuss and explain what their roles are in their respective positions. For example, the two Presidents begin by discussing and describing their roles and responsibilities. If any of the other participants who joined the two Presidents' small group want to add, clarify or ask anything, they are invited to do so.

After five minutes of discussion, the two active directors in each small group report out to the rest of the groups by explaining their role in the Organization and their range of responsibilities, ultimately answering the question "What is a <President> supposed to do?" If anyone in the room wants to discuss any of the responsibilities or believes that something that has been said encroaches on the responsibilities of another position, then they must draw attention to the discrepancy. Similarly, if the facilitator hears certain roles and responsibilities being described inappropriately, he/she should offer expertise by helping clarify the responsibilities and limits of authority.

Part 2: After reporting out to the entire group and receiving feedback on what they presented, the same small groups then hold discussions on the following questions:

- *What are the biggest challenges of this position?*
- *How do we try to overcome those challenges?*

There won't be a report out on this, but do ask the participants to write what their answers to these questions into their **Planning Books**.



Part 3: For the last part, bring everyone together and ask them to identify the duties of members. Collect the responses onto a flipchart. Conduct a casual conversation to identify the top five responsibilities.



Ask participants to write what they believe the top five responsibilities of members into their **Planning Books**.

Chapter 5: Conducting Meetings

OBJECTIVE

Participants are able to plan and conduct meetings

WHAT PARTICIPANTS NEED TO CREATE

Participants will create a list of three strategic things they will do to improve their ability to conduct meetings.

MATERIALS

- Three copies of bylaws from each organization
- Flipcharts & markers
- Four copies of Appendix 3

ACTIVITIES

5.1 Meeting Requirements

This intra-Organization activity will clarify the requirements and stipulations for planning and leading Organization meetings.

Instructions

(SEPARATE) Divide the participants of each Organization into small groups of five and provide each group with a copy of their Organization's bylaws, a piece of flipchart paper and a marker. Instruct the groups to make a list of all of the rules explained in their bylaws that pertain to planning a meeting and conducting a meeting. The facilitators should then instruct the groups to report out and the facilitator should collect the rules in two columns so that the participants can enter the final lists into their **Planning Books**.



Optional – if there are few rules in the bylaws in regards to planning and conducting a meeting, the facilitator can ask the groups to identify rules that they believe should be established. These suggested rules can be written on a flipchart and reported out to the larger group.

Example lists of common rules

Rules for meetings

Planning

- announce the meeting in writing
- announce at least fifteen (15) days early
- invitation to a General Assembly meeting must have: time, date, venue, agenda

Conducting

- start on-time
- have an objective
- have facilitator
- allow members to speak
- arrive at conclusions

5.2 Meeting Scenarios

This cross-Organization activity provides participants with two scenarios in which they can apply their understanding of meeting protocols.

Instructions

(MIX) Divide the participants into four medium sized groups of 7-8 people consisting of members from both Organizations. Hand out a copy of Appendix 2 to each group. Assign two groups to scenario 1 and two groups to scenario 2, and instruct the groups to read the scenario and identify the things that the fictional Organization did well and the things they did incorrectly.

When the groups are finished and reconvene in the room for the report out, ask someone to read the story and then have both groups report out on their findings. After the first scenario is read and reported on, ask another volunteer to read the second scenario and the other two groups deliver their debriefing on it.

5.3 Meeting Improvements

This intra-Organization activity will allow participants to prioritize three ways they can improve their ability to conduct meetings.

Instructions

(SEPARATE) Divide each Organization into three groups of five. Instruct each group to come up with at least three ways their Organization needs to improve when planning and conducting meetings.

After each group has created their list, each Organization should reassemble into the group of fifteen and gather all the ideas onto one list. They should then hold a discussion on which three improvements they will prioritize. Through tick mark voting, each Organization will then vote on the improvements they think are most important for their own Organization. To do 'tick mark voting,' each person receives two votes. The participants draw a tick mark next to the two items they think are most important.

The facilitator then circles the three items that receive the most votes and those improvements to meeting planning should be entered into their **Planning Books**.



Chapter 6: Conflict Resolution

OBJECTIVE

Participants are able to practice basic conflict resolution skills.

WHAT PARTICIPANTS NEED TO KNOW

A simple methodology for dealing with common conflicts that arise in Organization

MATERIALS

- Flipcharts & markers
- Five copies of Appendix 4

ACTIVITIES

6.1: What is Conflict?

(ALL) Ask these questions to the entire room:

- What is conflict?
- What types of conflict do we tend to see in our Organizations?
- What is the difference between conflict and rule-breaking?

6.2: Conflict Resolution Process

(ALL) Introduce the simple conflict resolution methodology (1. What, 2. Why, 3. Options) with a simple example such as two people wanting to eat at different restaurants.

1. WHAT → Define the specific disagreement

Example: Sylvester and Moses are spending the weekend in Lusaka. Tonight, they can't agree on a place to eat dinner. Sylvester wants to eat at the hotel. Moses wants to go out to a restaurant.

2. WHY → Explain why they want it their way

Sylvester has a lot of work to do and wants to stay in the hotel. Moses wants to get out to see the city. He also wants to eat goat, but the hotel does not offer it.

3. OPTIONS → List the options and find a win-win situation.

OPTION	SYLVESTER	MOSES
Eat at the hotel.	☺	☹
Go to a restaurant	☹	☺
Moses can help Sylvester do his work at the restaurant.	☹ The restaurant is dark and noisy.	☺
They can order the restaurant to deliver the goat dish to the hotel.	☺	☹ Moses wants to see the city.
Moses can help Sylvester do his work at the hotel and then they can go to the restaurant together later in the evening.	☺	☺

But – when is a conflict not a conflict?

“There is one question we have to ask before we do this process: ‘Is it a problem or conflict?’ Much of the day-to-day challenges we face are more than just conflict, they are infractions to laws. The above methodology works for conflicts, that is, disagreements between people. But when people break rules or laws, then the situation extends from a simple conflict into a larger problem. Rule breakers must be confronted according to the rules, regulations and laws that apply to that situation.”

In summary: There are four main steps in solving conflicts:

1. Is it a conflict? Or is someone simply breaking the rules?
2. Define WHAT the specific argument is about.
3. Explain WHY they want it their way – list the specific needs.
4. List the OPTIONS and determine which provides a win-win solution.

6.3: Conflict Examples

This cross-Organization activity provides participants with a chance to practice conflict resolution.

Instructions

(MIX) Divide all 30 participants into five groups of six people. Each group should consist of three members from each Organization. Give each group one copy of Appendix 4. Assign one of the five scenarios to each of the five groups. Instruct them to read the scenario description (or the facilitator can read each to the participants) and instruct them to determine win-win solutions for each challenge.

After all groups have reached a conclusion, ask each group to report their results to the other groups. Also, ask participants to write down the four steps of conflict resolution into their **Planning Books**.



Chapter 7: Gender Equity

OBJECTIVE

Participants will identify key strategies for ensuring equitable access to services and leadership.

WHAT PARTICIPANTS NEED TO CREATE

- A gender equity plan

MATERIALS

- Flip chart paper & markers

ACTIVITIES

7.1 Gender Awareness

There are three goals for this section. When facilitating these activities, the facilitator will need to use follow-up questions and probing questions to draw out constructive ideas that help meet these goals. Ideally, participants will identify tasks that meet the goals below and simultaneously meet business objectives of the Organization. The goals are:

- 1) To encourage equitable participation of men and women in leadership positions
- 2) To achieve a gender balance of men and women as members
- 3) To encourage active participation of both men and women members

Instructions

(ALL) Begin by explaining to the participants that now we are going to examine the role of women in our association. Read the following two paragraphs and then ask the large group to respond to the questions that follow.

Women in Zambia constitute half of the total population and they play vital roles in the economic and social development of the country. They are involved in crop production, income generation, child rearing, household responsibilities and community development activities. The government of Zambia's goal is to prioritize gender interventions for the empowerment of women. Despite these well-intentioned efforts at the national policy level, gender inequities pervade Zambian society at the local level, particularly in rural areas.

In the agricultural sector, women are at a disadvantage in terms of traditional norms, restricted market access, and physical strength. Rural women produce 70 percent of household food and provide over half of the total agricultural labor. Some studies estimate that rural women work 15–17 hours daily. However, women farmers and entrepreneurs are generally discriminated against in terms of control over productive resources (inputs and

services) and in decision making, particularly those decisions related to when crops are sold, to whom they are sold, and what is done with the money from the sales.

Questions:

- Do you agree with what has been said?
- How much do women contribute to the work load in your households?
- How active are women in your association?
- What is inhibiting the participation of women as members? As board members?
- If women participate more in the association, how can we decrease their burden at home?

7.2 Gender Priorities

Instructions

Tell the participants the following: “The Organization leadership must recognize that the work load of women in the households is very large. They take care of the family and they help with crop production. There are things that the association can do that help *both* the women *and* the association at the same time. Our challenge is to identify those strategic interventions. We will do it in three steps.”

Step I: What are the challenges?

(MIX) Divide the participants into five groups of six people that include members from both associations. Tell the small groups that you are going to assign the same set of three questions to each group. They must answer all the questions, and then we will call on the groups randomly for the report out.

These questions are in their **Planning Books**. After groups have had enough time to answer these questions, call on the groups randomly to solicit answers. Encourage other groups to offer different answers that they have come up with.



Q1. How are our women members beneficial to the Organization?

Examples: They make up a large percentage, they do a lot of the work in the field, they do the post-harvest handling

Q2. Which Organization activities are most time-consuming for women? In other words, which Organization-related activities take the most time for women to do?

Examples: Weeding, threshing, post-harvest handling, transporting product to warehouses

Q3. What are the constraints keeping us from fully realizing the full potential of women's contributions?

Examples: Time, training, skills, competing responsibilities

Step 2: What are possible solutions?

(MIX) In the same groups as the previous activity, challenge participants to come up with ideas for the next two questions in their **Planning Books**. The debriefing for these two questions is a critical step. After the groups have had sufficient time to create answers, instruct all of the groups to report out their answers one at a time. The facilitator should collect the list of ideas on a flip chart, combining similar solutions so the end product is a single list of solutions that can be used for Step 3. The participants should enter the master list of ideas into their **Planning Books**.



Q4. What are three of the best things that the Organization can do to decrease the burden on women that will also help the Organization meet its goals?

Examples: Invest in threshing machines

Q5. What are three things the Organization should do to increase women's participation?

Examples: choose convenient timing and location of meetings; elect women to the board of directors; attract more women members; elect them to subcommittees; establish a subcommittee that focuses specifically on improving women's role in the association.

The facilitator needs to visit groups during the brainstorming of these two questions to encourage groups to consider the following solutions:

- Purchase threshing machines for members to rent.
- Be flexible toward female members in mode of payment for registration fee and share purchasing.
- Encourage both spouses to register as members of the Organization and create incentives for men who provide such opportunities to their wives (e.g., reduce their fees, recognize them for good practice, etc.).
- Set a quota for women's participation as members as well as leaders at different levels in the Organization (as members, on committees, as trainers, on the board)
- Set a quota for women's participation in membership activities.
- Modify the bylaws to require a minimum number of female board members.
- Ensure informational and technical messages from Organization leadership are passed to women.
- When selecting trainees for any training, make special requests to attract or encourage women's participation. This may require allowing them to bring a friend or family member.
- Consider the time and location of association meetings so that they do not occur when women are the busiest or in a place that women cannot easily access.

Step 3: Make a gender plan!

(SEPARATE) This voting activity is conducted on the list of solutions created in the previous activity.

Instruct the participants to sit with their own association and vote for the initiatives that they support the most with tick mark voting. Explain that each person has three votes (three tick marks).

Once everyone has voted, have a representative from each association report the top three initiatives to the other association. Participants should then write them in their **Planning Books**.



Chapter 8: Membership Outreach

OBJECTIVE

Participants will identify key strategies for recruitment, retention and communication with members.

WHAT PARTICIPANTS NEED TO CREATE

- A membership communication plan

MATERIALS

- Flip chart paper & markers

ACTIVITIES

8.1 Reflection

This intra-association activity starts positively by identifying the things each association does well to serve and manage members. It also gets participants thinking about the many aspects of member management so that they will better identify areas for improvement in the second activity.

Instructions

(SEPARATE) Divide each association into groups of five (do not mix associations) and provide each small group with three pieces of flip chart paper and markers. Using the black marker, write one of the three headings (Recruitment, Retention and Communication) at the top of each of the three pieces as shown below. Draw a straight vertical line down the center of each of the three pieces of paper. Draw a plus sign (+) at the top of the left side. Draw a negative sign (-) at the top of the right side.

Recruitment	
+	-

Retention	
+	-

Communication	
+	-

Ask for definitions of the three topics (Recruitment, Retention and Communication). Instruct the participants to begin on the left side of each paper, listing at least three things their association does well for each topic. After they have finished listing the positive things, instruct each group to create a second list on the right side of the paper of things they think their association can do better or challenges their association can better address for each of the three topics.

After all lists have been created, the three groups within each association should gather together and report on what they have, synthesizing and combining lists into a new flipchart for each of the three activities. Participants can copy these charts into their **Planning Books**.



8.2 Voting

This intra-association activity builds on the previous activity by selecting priorities upon which to focus.

Instructions

(SEPARATE) Using the combined lists that they just created for each topic (Communication, Retention and Recruitment), the members of each Organization will then vote on the challenges they think most need to be addressed. Each participant receives two votes for each of the three lists. They are allowed to place both votes on one topic if they think it is the most critical. Do the voting for just one topic at a time.



After everyone places their two votes (tick marks) on the flip chart for the first topic (Communication), tally the votes to identify the two improvements for that topic that the association should prioritize. Then do the same for the other two topics (Retention and Recruitment). The participants record those six priorities in their **Planning Books**.

8.3 Action Plans

This intra-association activity builds on the previous activity by developing action plans for each of the priorities.

Instructions

(SEPARATE) Ask each Organization to divide into three groups of five people. Each group will work on one of the three topics (Communication, Retention, Recruitment). In the previous activity, two priorities were identified for each topic. Ask each group to review the two priorities that have been identified. On a flipchart, the group writes down the next three steps that will need to be taken. There will likely be more than three steps to implement a priority, but the focus is simply on the next three steps.

After the groups have finished writing steps for both of their priorities, ask the groups to present their steps to the other two groups within their Organization. Ask them to collect feedback from the other groups and, if necessary, update their steps. After all groups have presented, ask members to write the steps down in their **Planning Books**.



Chapter 9: Field Assignment

OBJECTIVE

To explain the five field assignments and designate who is responsible for accomplishing each.

WHAT TO DO

Explain the five assignments and then solicit two to three volunteers to be assigned to each assignment. Remind participants that next session will begin with a review of all of these activities.

ASSIGNMENTS

Assignment 1: Interview a buyer

This is a critical assignment for the next workshop. Meet with a buyer and ask him/her questions from the questionnaire in Appendix 5. This includes questions such as:

- Where and how the products will be sold
- The timing of sales
- The price range, volume to be sold
- The form of the product, the method of delivery
- The method and timing of exchange

Assignment 2: Document production history

Collect the following pieces of information which we will use in the next marketing workshop:

- Last year's total quantity of sales in MT
- A list all of all of the Organization's past buyers
- The price and amount of MT sold to each buyer
- The total number of members (men and women) in the Organization

Assignment 3: Bring a contract

In the next session, each Organization will need to have at least one contract for analysis. If they have never signed a contract, then ask them if they can find a contract from another source.

Assignment 4: Explain benefits of Organization to 3 non-members

This assignment entails using the list of benefits and purpose statement that the Organization crafted in the Organization benefits activities and presenting this message to three non-members to see their reaction and gather feedback.

Assignment 5: Design a promotional piece

The individuals design a promotional piece. They may not have the means to produce a document at this time, but they can draw a brochure or poster that they will use to communicate to existing members, potential members and stakeholders.

Appendices

Appendix I: Tennis Ball Challenge

Chapter I

Equipment:

- One key ring for each group
- 4-5 foot long pieces of string, yarn or rope so that there is one end for every person
- One tennis ball or small fruit
- Bucket, cup, coffee mug or an alternate obstacle

Ideal group size: Small groups of 5-6

Time: ~10-15 minutes (including set up)

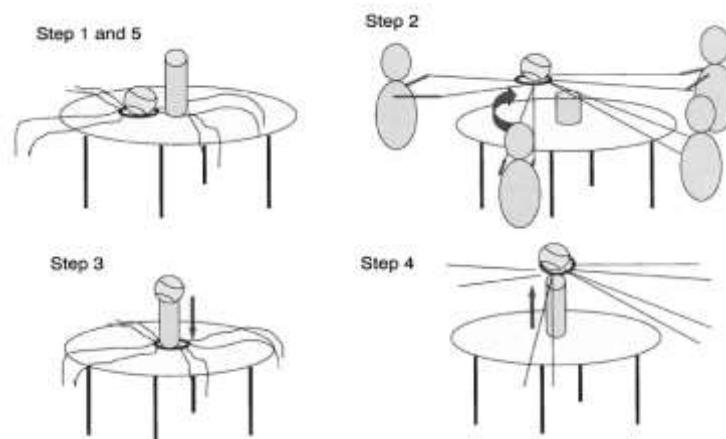
Instructions

Loop the pieces of rope through the key ring. Use the diagram below to set up the exercise, with one rope for each participant. The string should be spread out in a circular formation. Place the tennis ball so it fits into the ring and set it on a table or platform. Instruct the participants to work together to transfer the ball from a starting position (perhaps on an upside-down cup on a table) to the end position (perhaps the bottom of another upside-down mug on another table or on the floor). Instruct each person to pick up an end of rope; they cannot grab the rope close to the ball. If there is an extra end, then it is ok for one person to hold two ends. Give the signal for all groups to start at the same time. If a ball falls, the group must start over.

At first, the groups will attempt to cradle or carry the balls in different manners, but soon they will realize that the best way is for everyone to pull the string tightly. For a greater challenge, this activity can be done over several obstacles.

Afterwards, consider the following questions and statements for de-brief:

- What was challenging about this activity? What did you enjoy most?
- Communication is key for this exercise. What was most effective with the group's communication? Least effective?
- Discuss how you coordinated this activity. Was there a leader?
- How were decisions made during the exercise?
- What does this say about how we manage our Organizations?
 - Main point: We have several people in an Organization who are responsible for many different things. It is critically important that we all work toward one specific goal (sell more for more) in a coordinated manner. This workshop will better enable us to do this.



Appendix 2: H-M-L Form

Chapter 3

Organization Name:	H #	M #	L #
<ol style="list-style-type: none"> 1. We follow our corporate objective/purpose. 2. Every member pays his/her share subscription. 3. Our members know their rights and obligations. 4. We follow the rules when members want to withdrawal. 5. We keeping up-to-date books and other records. 6. We follow rules for announcing meetings as written in our bylaws. 7. We follow rules for conducting meetings as written in our bylaws. 8. Our Board members follow the law of the maximum term in office. 9. Our Organization tries to include women on the Board or in other leadership positions. 10. Our Organization actively encourages the involvement of youth. 11. We follow the criteria for the eligibility of Board members as written in our bylaws. 12. Our Supervisory Committee supervises the management of the Organization once every three months. 13. Our Supervisory Committee verifies that our Board of Directors implement its decisions. 14. Our Supervisory Committee helps disseminate rules, resolutions, and other decisions made by the Board members of the Organization. 15. We follow procedures for amending the by-laws. 16. We limit use of the Organization's equipment to that of the Organizationz' and its members' activities (in other words, we don't provide services to non-members). 17. Our President respects his/her maximum term limit. 18. Our Secretary keeps minutes from the General Assembly meeting in the appropriate book. 19. Our minutes are signed by the Secretary and Chairperson, and they are always reviewed and approved at the following General Assembly meeting. 20. Our members vote according to our bylaws. 21. Our manager attends Board meetings simply to advise but does not vote, in accordance with the law. 22. We have an audit of our books and records once per year. 23. We follow our rules on how to accept new members. 24. We use the bylaws as a guide when handling complaints against members. 			

Appendix 3: Meeting Scenarios

Chapter 5

Scenario 1:

In the first story, the members of Organization A have been extremely busy. Then one day they realize that the end of December is quickly approaching and they need to hold their annual general assembly meeting. Because some of the farmers and board members are planning on going to a meeting at the end of the month, they decide to schedule the meeting for December 15 which is in one week. They know they need to send the announcement out as quickly as possible, so they call the Organization's representatives in each village to let everyone know the time and location of the meeting.

What did they do right?

What did they do wrong?

Scenario 2:

The day of the general assembly meeting arrives. People are slowly arriving at the location, so the President decides to wait to start until more people fill the seats. There are few important things to talk about so the President decides that this meeting is a good opportunity to check and see what problems the members might be having. When the meeting finally begins, an argument erupts between the vice president and a member about payments for their crop. Most of the assembly watches as the two men argue with each other. The argument lasts a long time and really disrupts the meeting. Toward the end of the meeting, the president remembers he wanted to explain some new things he learned recently about post-harvest handling, so he stands in the middle of the group and demonstrates some new skills he learned. At the end, as people were leaving, the secretary speaks with a few women who say that they are frustrated that they did not have a chance to talk about activities planned for the season, but they were happy to learn about the new post-harvest handling skills.

What did they do right?

What did they do wrong?

Appendix 4: Conflict Resolution

Chapter 6

Scenario 1:

A woman head of household delivers product which is of lower quality than what the Organization hoped to purchase. It does not want to purchase the crop from the woman, but she has been a good, supportive member, active in assembly meetings, and refusing to purchase from her will jeopardize the livelihood of her family.



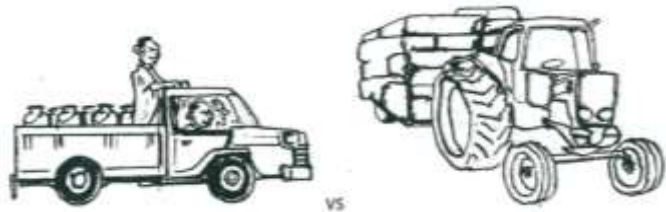
Scenario 2:

A small group of directors think that it will be wise to purchase a truck so that the Organization can stop paying for renting transportation.



Scenario 3:

One group of members wants to invest in a truck to help with transportation and another group wants to invest in a tractor. The general assembly supports both sides.



Scenario 4:

The president of the Organization refuses to step down after serving his maximum time in office as prescribed by the Organization bylaws.



Scenario 5:

The Organization wants its members to deliver their grain to the warehouse door. A specific group of farmers down a large hillside say it is easier for the Organization to pick up the bags of grain with a truck, rather than having each farmer struggle up the hill on animal or bicycle.



Appendix 5: Interview a Buyer

Chapter 9

Buyer Questionnaire

Which crops do you buy?	
From whom do you typically purchase this crop?	
What are your quality specifications? What is the form of the product?	
What is the price range?	
What is the timing of your purchases? Do you purchase throughout the year or do you have specific times?	
For what type of quality are you willing to pay a higher price?	
What is the typical size or volume of a purchase?	
Where and how are the products sold? Do you pick up products or must they be delivered? What is the method and timing of the exchange?	
Do you sign contracts with your producers?	
Have you ever purchased from an Organization? If yes, how did it go? If no, would you be interested?	
What do you do with the product you purchase?	
What are three primary concerns you have when purchasing?	<ol style="list-style-type: none"> 1. 2. 3.

Additional Notes:

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