GROUP DYNAMICS GUIDELINE
EXPECTATIONS AND FEARS.

WORKSHOP OBJECTIVES:
The facilitators write the workshop objectives on large sheet of paper and presents to the participants. These are compared with the participants summarized expectations.

- To enable members acquire basic skills in leadership and management of a group.
- To instill the spirit of good communication habit essential for building cooperation, unity and trust in a group.
- To enable members value and respect decision made collectively
- To enable members to state the importance of record keeping and identify types of record to keep in a group.

INTRODUCTION:

- People spend most of their time living and working in a group e.g. families, clubs, etc
- Group influences the behavior of individuals and vice versa. How people work well in the group is influenced to some extent by interaction that goes on among the members in the group.

WHAT IS GROUP DYNAMICS?

- Is the study of interactions and forces within small face-to-face groups? This interaction may help or hinders the function of the group.

WHAT IS A GROUP?

A group consists of two or more people who have:

- A common objective or task
- An awareness of group identity and boundary
- A minimum set of agreed values and norms

ADVANTAGES OF GROUPS

- Increase diversity of views
- More information and skills.
- Increase acceptance of solutions.
- Build interaction and communication.
- Improved efficiency of resource utilization.
- Increase participation in development process.

DISADVANTAGES OF GROUPS

- Time consuming.
- Domination by few.
- Ambiguous responsibility.
- Can brood jealousy.
- Pressures to conform.
- Can loose focus.

IMPORTANCE OF A GROUP:
Farmers learn from each other.
Farmers can market their produce and buy inputs together
Ease organizing demonstration.
Easier to organize saving and credit for farmers.
It simplifies interpersonal communication among members.
Powerful in changing behaviors, attitude and values.
Can be used for decision making, negotiation and bargaining.
It is a door for new innovation
Enable bigger coverage

**Group leadership and membership**

1. Leaders of groups can be elected by members or situation.
2. In farmers groups, selected leaders form executive committees.
3. Their main task is to set goals and objectives, organize resources, achieve results and improve technical skills from experience, education and training.
4. Membership implies certain rights and benefits.
5. Also implies having obligations such as; attending meeting, pay membership fees, electing group leader, make regular contributions, repay loans quickly, and help other members when in need.

**Purpose:**

To enable participants define a group leader, state the roles of a leader and member in a group, identify leadership styles and mention the qualities of a good leader.

**Procedures:**

In a small group participants discussed the below questions and present finding to the penalty as below:

**Questions to ask:**

- Who is a leader in a group?
  Is somebody who is chosen / elected by the people to represent their interest / needs?
- What are roles of a group leader? (chairperson, vice chair person, treasurer, secretary, mobilizer / organizer, committee members and members)
- What are the roles of members of a group in their group?

**Leadership styles – roles plays**

**Procedures**

Play 1 – leader told to act the part of a very dictatorial leader. Six volunteers act a meeting of group; task; what seed to plant?
Situation 1 – dictatorial leader
- Calls for ideas but does not listen to people
- Imposes own points of view on group
- Other members
  - One supports whatever chairperson says
  - One suggests different possibilities
  - One interrupts and opposes chairperson, etc.
- All actors sit in a circle in front of the participants

PLAY 2 – LEADER TOLD TO Act PART OF THE PASSIVE CHAIRPERSON

Let them do as they choose (laissez – fair)
Similar numbers of volunteer as in play 1
Task – what seeds to plant?
Situation 2 – let them do as they choose (passive leader)
- Leaders show little interest in what is taking place.
- Makes no suggestions
- Does not respond to suggestions
- Does not help to reach decisions or resolve conflict

Plenary discussion to identify the skills employed by each leader in different places and identify gaps

1. What did the first leader do in the group?
2. What did the group interact?
3. What did the second leader do in the group?
4. How did the group react?
5. What does the good leader do in a group?

OTHERWISE PLAY 3 – DEMOCRATIC LEADER

(IN NECESSARY THE DISCUSSION ABOUT THE GAPS COULD SURFICE)

QUALITIES OF GOOD LEADERS
- Loyal
- Energetic/enthusiastic
- Accountable/accept people’s views
- Devoted
- Educated
- Respect
- Social
- Honest/hospitable
- Intelligent
• Polite

Cooperation and control in the groups
Purpose: to enable participant discussion cooperation and control in the group.

Activity 1 – drawing a house

Rules and directions
- Choose a partner
- Hold one pen/pencil together in such a way that you are both able to write and draw with it
- On a piece of paper, draw together a house and write a title for your house
- All keep silence while drawing and writing

Sharing: in pairs and whole group
- What were you feeling and reaction during the exercise?
- What help you and hindered you during the exercise?
- How does this relate to our work together in a group?
- What are the result of some people contributing nothing?
- How do others feel if 1 person fails to make any contribution in as group work project?
- What can we do to prevent this to happen in our group?

Self And Mutual Criticism; multiple role exercise

Purpose: to enable participant to recognize their own behaviors in the group, understanding the various types of behaviors in the group and appreciate that differences can help a group.

Procedure

- The facilitator writes the following types of behaviors in separate large pieces of paper.
  Aggressive
  Thoughtful (Quiet)
  Task centred
  Emotional
  Rational (intellectual)

- The facilitator explains that there are many kinds of behaviours in groups and the exercises is to help individual identify and understand themselves and others in the group in reference to difference behaviours
Put the five different kinds of behaviours around the room, (place) at different places.
Each person looks at them and stands at one that describes his/her usual behaviours in the group (they should not think too long).
In plenary members discuss, what is helpful about this kind of behaviours and what is not helpful are not useful about this kind of behaviours.
Participants go again the behaviours each prefers for the good functioning of their groups.
Whole group shares on above.
The facilitators shares with whole groups the below other main characteristics found in nearly whole groups.

Groups are made up of all kinds of people but there are few types that can be found in nearly all groups:

- Complainers – people who rarely find anything good in other people views and decision and quick to complain
- Know it alls – people who are always convinced their views are right and often perused others to follow them, sometimes create in division within the group.
- Quiet members – people who rarely share their opinions and do not want to take any responsibility or make decisions
- Positive members – people who carefully consider the ideas before reaching their own view or opinions. The joint in decision and share in decision-making. These people are usually the committed center of the group.
- Traditionalist – people who dislike change or taking risk with any thing new.
- Bridge builders – people who like others to feel at peace with each other and happy with decision made. They take times to sort out decisions made.

COMMUNICATION—LISTENING EXERCISE
Purpose: to help the participant develop with habit of deep, respectful listening to one another essential for spirit of trust and appreciation for one another.
The facilitator can use any of the exercise or all during the work as time allows.

Either 1: dialogue or monologue (role play of 3 scenes)

Procedures: participants volunteer to perform a short play in 3 scenes.
Each scene is performed in pairs of same sex.

SCENE 1

Two people meet. One of them starts
talk and get so excited and involved in what
he/she is saying that he/she pays no attention to the
Other.

The other tries several times to speak to ask question

Responds or make suggestion but the first person talks on, so the second person remains and gives up trying.

SCENE 2:

Two people meet and both start telling the other

What they are concern about? They each have a different topic. Neither listening to the other and both are talking at the same time.

SCENE 3:

Two people meet, greet each other and start a real dialogue. Each one ask questions about the others interest, listens and response to the others’ answer and start their own news and opinions (a common topic decided upon)

In whole group/small group’s participants discussed the following questions

- What did u see happening in scene 1?
- What did u see happening in scene 2?
- What did u see happening in scene 3?
- Do these things happen in real life? How?
- What can we do to help make communication as good as possible?

If discussed in small groups, whole presentation is done.

Facilitator summarizes “responses on the newsprint as “guideline for good communication” and leaves on the wall

Materials: Newsprint, tape, marker pens (chalk board)

Or 2: listening in silence

Purpose: to help participant to understand own individual problems of listening and develop the desire for listening with full attention.

Procedures:

In small group each participant on a subject on which a group is likely to have strong feelings

Examples of topics could be:

- What are some of your experiences and feeling when you are asked to take a leadership role in a group
- When did you first realize that some people are more privileged than others?
- That others had no privilege than you;
- Describe an event or experience that made you extremely happy or angry
While member shares the rest listen without asking question
Each individual shares what helped to listen well and what made it difficult to listen.
Whole group decision on what to do in the workshop:

- To listen more attentively to others
- To help others listen to them when they are talking.

Materials: newsprint, marker, tape, marker pens (chalkboard)

Or 2: Listening in silence

**Purpose:** To help participants reflects own individual problems of listening and develop the desire for listening with full attention.

**Procedure:**
In small groups each participant reflects on a subject on which the groups is likely to have strong feelings.

**Examples of topics could be:**

- What are some of your experiences and feelings when you are asked to take a leadership role in-group?
- When did you first realize that some people are more privileged than others?
- That other had more privileges than you
- Describe an event or experience that made you extremely happy or angry

While a member shares the rest listen without asking questions
Each individual shares what helped to listen well and what made it difficult to listen
Whole group shares the answers, which are written on newsprint
Whole group decision on what to do in the workshop:
- To listen more attentively to others
- To help others listen to them when they are talking

**Materials:** Newsprint, marker, tape

**Time:** 1 hours

OR 3: Testing Listening and information relay-Chinese whisper exercise

**Purpose:** To demonstrate to participants that information can loose originally when transmitting from source through different persons to the last receiver

**Procedure:** Give a message quietly to a person to pass to the person seated next to him/her and continue with the process until all the members of the group receive the message but the last person to receive it, says it loud.
Check if the last message is the original message. Emphasize the point that sometimes in this kind of process, information is distorted and therefore it is important to pay a lot of attention while receiving information to avoid mess up of the same.

**PROCESS OF DECISION MAKING**

**Purpose**
To enable the participants identify the various methods that can be used to influence the actions of a group and effects of the out come of such methods on the commitment of the group.

**Activity**- discussion in groups

Participants identify a topic of interest to the group, arrive to a conclusion and present results. (think about something useful the group should do and report to the group your final decisions)

In the same group the participants respond to these:
How did you arrive to a topic to discuss?
How did you arrive to the conclusion drawn?

The facilitator helps the participants to outline some of the below ways people use to arrive to a decision as they discuss the above questions.

**Majority vote:**
Usually good for big group. Members in majority may lose interest if they feel their point of view was not taken seriously.

**Silence consensus:**
Is a characterized by unanimous decisions which are rare to achieve completely and sometimes assumed when some members have not felt free to disagree and have kept silent.

**Consensus:**
An agreement, usually involve, compromises or the combination of various possibilities, after all opinions have been heard.
Disagreements and majority viewpoints are discussed fully:

  o Takes time and care to build a climate in which all feel free to express themselves- build unity, co-operation and commitment
  o Allows adapting to accommodate the concerns of all. Decisions are whole-heartedly made.

After presentation ask if some members have different views on how things happened.
  o How did you respond to disagreements if any?
  o Discuss other forms not identified by the participants from this list
Plop:
Someone makes suggestion and it drops like a stone into a pond and no one pays any attention to it all. People may ignore it or take it and usually if ignored the person may get withdrawn or angry.

**One-person decision:**
Made by one person; may find difficulty in implementation when there is resistance.

**The handclasp:**
One person makes a suggestion another person supports very first and there are no further discussion and matter decided but resentment may follow later.

**The clique:**
Small group plans before hand to get their way. Being better organized, usually succeed but spirit of rivalry than co-operate follow; which is bad for the group.

**Minority:**
A few powerful personalities dominate the group. Often unconsciously and wonder way others are not with them later.

**Activity Two:** Difficulties in Decision Making.

**Objective:** To help participants identify factors encountered what they see as core factors that affect a group in making decisions and report to the plenary.

**Materials:** Clip charts, markers and pens fro each group.

**Information for facilitators.**

To achieve its goals, every group is constantly involvement in making decision.
- Big decision
- Little decision
- Easy decision
- Herd decision
- Right decision
- Wrong decision

Decision-making forms a pattern of relationship away group members in which each member has some form of referral.
The difficulties faced by a group in making decisions include the following;

**A. Fear of consequences:**
The outcome of the decision may bring divisions and disappointment
E.g. loss job/support.

**B. Conflict of loyalties:**
Happens when a member of a group belong to another group, leading to divided loyalties about decisions.
C. Interpersonal Conflict: Personal differences, which provoke feelings of affection/dislike among members and interfere with sound decision making.

Difficulties in decision making.

- **Hidden Agenda:** Member(s) wants group to make certain decision for own personal gains.
- **Blundering Methods:** rigid, approval from other personal /committee and no share for freedom of expression, no consensus and use of personal opinion.
- **Inadequate leadership:** leader restricts expression of opinion or discussion on issues too soon.
- **Clash of interest:** opposing interest within the group.

Activity three: Making Good decisions.

**Purpose:** To help participant identify factors that promote good decision making in each group.

**Procedure:** In small groups Ppts discuss factors that promote good decision-making in a group and persons to large group.

**Materials:** Newsprint and marker pens for each group.

The requirements for a group to make good decisions are:

**Information:** (what is or situation? Who are we? Where are we? What is our common group? What are the limits within which we must work? Who/what brought us together?)

**The goal:** Where do we want to go? What do we want to do? What choices are open to us?

**The Plan:** How do we set there? How do we achieve our goal? What procedures do we need? What resources do we need?

**Freedom of the involved:**

**How free are we to move?**

A group is to be creative, members must be free to act, to offer insight to test ideas, to make contributions, to share leadership without fear. External factors that limit participation of group members need to be discussed openly.

**Check on progress:**
Where are we now? Where are we in the process of setting all other problems? Are we going in the right direction? How far have we got? Do we know where we are? Do we need to charge our goal or procedures? Is everyone still with us?

Out Come:
Where have we arrived? Have we reached our goal? What have we decided or achieved? It may not be the original goal, but is it satisfactory?

UNHELPFUL BEHAVIOUR: Animal codes

Purpose: to enable participants identify behaviour that are not helpful for the growth of their group.

Procedure:

1. The facilitator explains animal show is very clear picture of some kinds of human behaviour in groups exhibited by individual members and their leaders.
2. Facilitator presents pictures to participants in groups
3. Facilitator describes the actions with gestures and humour each kind of animal behaviour
4. After all pictures have been described and presented, participants share the reality of this behaviour in the group

1. Elephant- blocks-I won’t let you go down this road
2. Monkey- fooling and joking
3. Owl- aren’t I profound, looks solemn and very wise
4. Tortoise- withdraws from the group
5. Donkey- I won’t be moved, very stubborn
6. Rat- I hope no one sees me
7. Chameleon – change colour, never focus
8. Frog- croak…croak…. Croak about the same matter
9. Hippo- Hippo sleeps and yawns all the time
10. Lion- fight when the others disagree
11. Snake – Sssssssssss, hides in the grass
12. Giraffe- above it all, looks down on others
13. Cat- Meow-sympathy please
14. Rhino- aggressive. Charges here and there up setting people
15. Rabbit- Run way when senses tension
16. Fish- Gloop gloop, sit and stare not responding
17. The Mouse-Timid to speed
18. The Peacock-always showing off
19. The Ostrich-Refuses to face reality
RECORD KEEPING

Purpose:
To enable participants identify importance and the ways of keeping records in their group.

Procedure:
Brainstorm using the following questions

1. What is record keeping
2. Why do you keep records in the group
3. What records are kept in the group
4. How do you keep records in the group
5. What are the books of account that the group should keep?

The facilitator helps the group to identify possible responses to each question.

a) What is the importance of keeping financial records?
   - To cost
   - To plan
   - Controls business operations
   - Evaluation of business activities (…)
   - Measure profitability of products
   - For strategic and actual decision making
   - External reporting through financial statements

b) Name the types of books of accounting you know of.
   - Receipt books
   - Cash books
   - Payment vouchers
   - Invoice
   - Ledger, etc

Record keeping is the storage of information about a business or any activity in an organized way/manner so that it can be used to see the progress of the business/activity and improve on it.

What constitute a record?

For proper record keeping, you need to write down all your business transactions in an organized way. You need something to show that you receive or paid out money. To write down the transaction or information you need, it is important to write:

- when the transaction happened (date)
- who was involved in the transaction (the parties)
- what happened in the transaction (particular)
- how much money was involved in the transaction (amount)
Note. Transaction is any dealing between two or more parties that involves the exchange of more money or value.

Importance of Record Keeping:
1. Records show how much money your business should have at any one point in time and make you be in position of controlling your cash.
2. Record show others how your business is doing
3. It also show you how your business was doing, is doing and how it shall be in the future.

How does one develop in record keeping skill?
- Always keep vouchers you get for all cash that goes out of your business
- Keep receipt for buying raw materials or goods to resell
- Keep pay slips for wages and salaries
- Keep invoice receipt for rent, telephone etc
- Always keep all copies of receipt if you write receipt book or daily cash record.

LEDGER BOOK

AYOMO CAN
INCOME AND EXPENDITURE FOR THE MONTH ENDING MARCH 2001

<table>
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<tr>
<th>Date</th>
<th>Particulars</th>
<th>Amount</th>
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<th>Particulars</th>
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<tbody>
<tr>
<td>3/3/2001</td>
<td>Sold chapatti and Mandazi</td>
<td>16,000/=</td>
<td>2/3/2001</td>
<td>Bought wheat flour</td>
<td>18,000/=</td>
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<td>5/3/2001</td>
<td>Chapatti</td>
<td>10,000/=</td>
<td>3/3/2001</td>
<td>Cooking oil</td>
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<td>6/3/2001</td>
<td>Mandaazi</td>
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To determine profit and loss subtract total expenses from sales.

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<th>Debt</th>
<th>Amount paid</th>
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<tr>
<td>1/4/2001</td>
<td>Meat</td>
<td>2 kgs</td>
<td>4,000/=</td>
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<td>4/4/2001</td>
<td>Meat</td>
<td>3 kgs</td>
<td>6,000/=</td>
<td>6,300/=</td>
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<td>6,300/=</td>
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1 b) Name: Amina
Location Quotas
The facilitators showed the participants samples of original books of accounts like cash book, receipts books, invoice, etc and encouraged those who can afford to buy and use them

c) What are the two major skills a sales man should posses?
   - Accounting skills
   - Customer relation

Additional notes: show the participants some of the book of accounts as below

RECORD KEEPING FORMAT

Cash book:
This records cash coming into the business and cash going out of the business on a day to day basis.

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The Bank book:
This records all the business transaction with its banks. A business can have as many books as possible depending on the number of account it holds with different banks.

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The Purchase book:
This records all purchases of the business. Credit purchases are indicated in the Ref/folio column and later transferred to suppliers account record book.

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The Sales Day book:
This records all credit sales of the business. Information from this book is then transferred to customers account record book.

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The suppliers account record book
This book records all details of credit purchases made by the business. The amount paid and the balance due for payment. The business may have as many of this book depending on its regular suppliers who offer the business credit.
Name of supplier……………………………………………………………………………………………………………………………………………………………………
Address…………………………………………………………………………………………………………………………………………………………………………………………

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The customer Account record book:
This book records details of credit sales giving the amount paid, balance due for payment and the credit limit for any particular customer.
Name of customer…………………………………………………………………………………………………………………………………………………………………………………………
Address……………………………………………………………………………………………………………………………………………………………………………………………………
Credit limits (Ug. Shilling)………………………………………………………………………………………………………………………………………………………………………………

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The Receipt book:
This book is kept by a business that sells expensive items/products e.g. radio, bags of sugar, salt etc. whole sealers usually use it.
ABC Enterprise
Cash sales

P.O. BOX-----
Lira
Tel.……………….. Date………………..
M/s…………………………………
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TOTAL

Goods once sold are not returnable.
Thank you

The expenses record book:
This book records all monies paid out by the business on items other than purchase of the product/raw materials. These may include:-rent, transport, salaries and wages.

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PLANNING AND SELF EVALUATION

Purpose: to provide participants with insight of the importance of planning and advantages of evaluation.

Procedure: Brainstorm in large group using the following question

Planning
What is a plan?

⇒ Why is it important to have plan?
⇒ What helps you in making a good plan? (The key guiding questions)
⇒ What is the action being planned? Why is it needed?
How is the work going to be carried out? What resources are needed?
Who is going to carry out this work?
Where is the work to be done?
Where is the work going to be done? How long will it take?

EVALUATION

Is a small group participants discuss the following questions and present to the large group?

i) What do you think evaluation means?
ii) When should a group carry out its self-evaluation?
iii) Who should do an evaluation of a group?
iv) What is the value of a group self-evaluation?
v) How can a group carry its self-evaluation?

Information for the facilitator

- Evaluation of the group is assessing progress, performance and impact of the group and its activities.
- Evaluation should be done at key point decided by the group, be regular and at the end of specific activities. A groups need to have regular and timely evaluations to avoid the problem of evaluating too late.
- The evaluation of the group and its activities is the role of all its members. It is therefore important all members are involved in identifying the strengths and weaknesses of the group to enable them find better ways forward.
- Evaluation helps the group to see its successes, assess weaknesses and clarify what need to be changed or strengthened.
- Evaluation can be carried using many different methods including the following;
  - Written questions
  - Informal/oral questions
  - Structured questions
  - Group discussion methods (Small/ large groups)
  - Observation
  - Survey
  - Case studies

Workshop Evaluation

Participants answer the following questions individually on sheet of paper:
- Write one thing you like most in the workshop
- Write one thing you do not like most in the workshop
- Suggest improvements for future workshop