

HELP & SHELTER

TRAINING & CAPACITY BUILDING TO ENHANCE SERVICE DELIVERY PROJECT **(FUNDED BY THE USAID GOVERNANCE ENHANCEMENT PROJECT BY** **AGREEMENT WITH PROJECT IMPLEMENTER TETRA TECH ARD)**

ARD Activity Report

Results-Based Management Workshop – October 20 2011

1. Introduction/ Background

This workshop was organised to introduce participants to Results-Based Management, which is a system of management that emphasises planning, execution and monitoring for agreed on results. It is hoped that with this knowledge, H&S and the other partner NGOs will gain and put into effect a system of management that focuses on improved results and efficiency of projects.

2. Methodology

The methodologies used were a combination of facilitator audio presentations, power point presentations, small group and plenary discussions. The workshop sessions were participatory and interactive

3. Topics and Participant Feedback

The programme for the workshop was as follows:

- ❖ Introductions
- ❖ Objectives
- ❖ Workshop rules and participants' expectations
- ❖ Discussion – 'Managing' & 'Managing for Results'
- ❖ Results Based Management (RBM)
- ❖ Planning a Project – Preparing a Results Chain
- ❖ Monitoring and Evaluation in Results Based Management
- ❖ Performance Measurement Framework Table
- ❖ Communication and Sustainability in RBM
- ❖ Small group activity
- ❖ Evaluation and Closing Activity

Objectives

By the end of the training it was expected that participants should be able to:

- ❖ Familiarise themselves with basic management principles
- ❖ Understand the elements of results oriented management approaches
- ❖ Understand the reasons for choosing of the RBM approach
- ❖ Prepare a simple Results Chain
- ❖ Prepare a simple Performance Measurement Framework
- ❖ Recognise the need for effective communication and sustainability

Introductions

Participants had to find their partner and introduce each other. The facilitator in introducing the workshop explained that adults learn differently from children in that they bring their own life experiences to learning and take what they want and what they feel is relevant. The facilitator explained that the 1 day workshop will highlight aspects of the Manual provided and this resource could be used afterwards for further reference and information.

Discussion – 'Managing' & 'Managing for Results'

Participants were asked to identify what they thought were the components of management were.

These included skills, control, plans, team, working towards a plan. It was agreed that being able to manage is not something that happens automatically.

The facilitator did not particularly like the word ‘control’ for management but said she preferred ‘organisation’: the ability to put things into place and use resources in a positive way. Time was also cited as important, as was working towards outcomes, objectives, and outputs.

Overview of Management

The following quotes were used to introduce this topic:

“Plans are only good intentions unless they are immediately degenerate into hard work”.

“So much of what we call management consists of making it difficult for people to work”.
Peter Drucker (sometimes called the ‘creator and inventor of modern management’ and ‘the greatest management thinker of the last century’).

Basic management principles include;

- ❖ Planning
- ❖ Organising/Staffing
- ❖ Leading
- ❖ Controlling/Monitoring
- ❖ Motivating

The 2 main results oriented managing techniques were identified as

- ❖ Logical framework
- ❖ Results-Based Management

Advantages of RBM

Partnership - All major stakeholders should be involved in defining expected results and providing feedback on progress.

Accountability – All partners share in the responsibility for achieving the defined results.

Transparency – Results and the indicators that will be used to measure progress are clearly defined, as are the processes for monitoring, reporting and making necessary changes.

Simplicity – The approach focuses on a limited number of results within a specific timeframe. Indicators identified to measure progress should be easy to understand and simple to apply.

Learning by doing – Progress should be monitored regularly in accordance with a planned M&E system, lessons learned from the experiences, and changes made as necessary to improve performance.

RBM Tools

- ❖ The Strategic Plan- the definition of strategic goals which provide a focus for action.
- ❖ The Results Chain and Performance Measurement Framework- defining expected results through a participatory approach
- ❖ Monitoring - ongoing monitoring and evaluation of performance, providing valuable learning experiences for change or adaptation and for future planning
- ❖ Evaluation - Improved accountability¹

Group Activity - Communication

A group activity to demonstrate the way communication works was done with participants. A message was whispered in the ear of one of the participants and this was passed on to all participants in the same way. The last participant then shared the message and this was compared with the original.

¹ Extracted and edited from a UNDP note on results-based management in UNDP

Using the above activity it was explained that communication is a process and as such is subject to error. The elements of the communication process outlined were:

- A message: what needs to be communicated
- A messenger: the person who has something to communicate
- A receiver: the person who will receive the message
- Encoding: verbal and non-verbal convention of communication
- Decoding: reading by the receiver of the encoding done by the messenger
- Channel: the means of communication

The Importance of the Communication Process in RBM

In an RBM project or programme effective communication is very important for managers, employees and stakeholders since completion of tasks and achievement of goals depends on how information was shared.

Sustainability

Sustainability was defined as “a measure of an organization’s ability to fulfil its mission and to serve its stakeholders over time”. Participants were placed into their organisational groupings and asked to discuss if the programme and activities of their organisation were matching their mission statement.

Questions that need to be addressed re sustainability included the capacity of the organisation to fulfil its mandate; if the organisation’s net income is adequate to assure its continued existence; if the organisation’s technical, human and organisational capacities adequate. Sustainability was seen as important because it makes you think of the future

RBM Project Cycle

As explained there were 5 main stages in a project cycle. These were identification of project, preparation, appraisal and agreement, implementation & monitoring and evaluation

A number of factors which should be considered during preparation were identified

Project Management:

- ❖ Resource Management
- ❖ Risk Management
- ❖ Procurement
- ❖ Budget
- ❖ Progress Reports

Technical Management

- ❖ Consultations
- ❖ System for decision making

Human Factors

- ❖ Communication among team members
- ❖ Team experience
- ❖ Interaction with Donor(s)
- ❖ Interaction with Donor(s), community members & management
- ❖ Management support
- ❖ Meetings & roles of team members

Overall

- ❖ Community satisfaction
- ❖ Time management
- ❖ Budget management
- ❖ Monitoring

What is RBM?

RBM was defined as a team-based & participatory approach to management which focuses on defined expected results, monitors progress and identifies and utilizes lessons learnt during the ongoing assessment of performance.

Key Elements of RBM

- ❖ Clear & measurable results classified as outputs, outcomes and impact
- ❖ Appropriated indicators to measure progress towards each result
- ❖ Targets set for each indicator
- ❖ Systems for data collection
- ❖ Analysis of data collected to judge progress in achieving results
- ❖ Determine necessary changes if needed in implementation of project
- ❖ Disseminate information to all stakeholders

Results

A result was identified as a describable or measurable change resulting from a cause and effect relationship (CIDA) in other words – a visible change. In RBM system results can be classified as

- ❖ Outputs - short term
- ❖ Outcomes - medium term
- ❖ Impacts - long term

The dissemination of results to stakeholders can take many forms eg posters, community meetings etc.

RBM Results Chain

- ❖ Inputs – human and financial resources contributed by the project stakeholders
- ❖ Activities - such as technical training organized by project personnel
- ❖ Outputs – short term development results as a result of the activities carried out
- ❖ Outcomes – medium term development activities from the outputs
- ❖ Impact – long term development results from the outputs and outcomes

Results Chain Group Exercise

A handout was given to participants to use in a group exercise. The handout detailed a proposed project for a field visit to Mangrove Island, Victoria, ECD for Form 4A students writing CXC Biology and attending Shelterbelt Secondary School. With the information given participants had to identify Inputs (human & financial resources); Activities (technical, training etc); Outputs; Outcomes; Impact

Performance Measurement Table

Using the same proposed project participants were then asked to fill in the blanks on the Performance Measurement Table handout.

Performance Framework	Performance Indicators	Data Sources	Collection Methods/Frequency	Responsibility
Impact				
Outcomes				
Outputs				

Elements of Performance Management Framework

- ❖ Baseline data
- ❖ Data Sources
- ❖ Expect Results – outputs, outcomes, impacts
- ❖ Indicators

- ❖ Frequency of Reporting
- ❖ Responsibility for Reporting

Monitoring & Evaluation in RBM

M&E are the methods used to determine progress in the project and the degree to which planned results are being achieved. An example of the use of indicators for cooking rice was shared. Good indicators demonstrate the expected progress or result. It measures the intended change as accurately as possible. Good indicators are sometimes referred to as CREAM

- ❖ Clear
- ❖ Relevant
- ❖ Economical
- ❖ Adequate
- ❖ Monitorable

Monitoring Strategy

The monitoring strategy in RBM should measure the extent to which the defined outputs are being realized; track implementation and make necessary changes as needed; link results to resources used. The strategy should include annual or periodic review of project outcomes.

Types of Evaluations

A review of the 4 types of evaluations were shared with participant these were: context evaluations, input evaluations, progress evaluations and product evaluations

Assumptions & Risks

It was explained that this was an important part of any project and should not be forgotten. In projection execution, risks can be classified as low, medium or high depending on the conditions and likely impact on the progress of the project's activities.

Group Activity- Communication Exercise

The purpose of the exercise was to explore solutions to overcome perceived communication and listening barriers in the workplace and identify practical and effective ways to remove these. A number of scenarios were provided and groups reported the following:

Dealing with a client who talks too much

- ❖ Establish the focus of the conversation within a suitable time frame
- ❖ Set ground rules. Stick to the topic at hand.
- ❖ Ask questions like 'what' and 'how'.
- ❖ Paraphrasing back to the client to ensure you understand what is being related – the main issue.

Working in a noisy environment

- ❖ Use written communication as a priority
- ❖ Use different means of communication – e-mails, memos, bbm
- ❖ Wear ear plugs/soundproof rooms.
- ❖ Change location to reduce, raise level. Speak to who/what is responsible for the noise in order to reduce the noise level

Dealing with visual distractions at the workplace

- ❖ Reposition yourself to increase your focus on the interaction in which you are engaged.
- ❖ Implement Dress Code Policies.
- ❖ Implement Dress code policies.
- ❖ Remove the distraction if possible, e.g. TV, and put a Dress Code into practice

Name calling or belittling a colleague during a meeting

- ❖ Set ground rules with consensus at the start of the meeting
- ❖ Design and implement a policy that addresses moral standards
- ❖ Ask individuals to deal with this at another forum.
- ❖ Establish ground rules. Address the issue immediately since it is a barrier to communication and is unhelpful in dealing with the matter at hand.

Derailing a meeting by changing the subject

- ❖ Have a fixed agenda that is known to all participants before the meeting
- ❖ Have a set agenda prior to meeting. Provide for any other business in the agenda for the meeting.
- ❖ Remind those present to stick to agenda.
- ❖ Refer to the agenda – The Coordinator to insist that the agenda is maintained.

The Way Forward

Participants were asked to identify what they saw as the way forward for themselves and their organisations based on the workshops.

One person said that they were at the point of working on an initiative which they hoped would be realised in the near future. In the short term they were working on something at their office. They thought the 1 day workshop was good. Another participant said he had been sent to attend the previous workshop on proposal writing and as a result had been tasked with writing a project proposal for his organisation. He said the director liked the passion he brought to the smaller project and now wants him to spearhead this other project.

One participant felt it was good to continue to access professional training and she was awaiting word on acceptance from an university to do a short course. She suggested that participants could search for available courses and see how their organisation may be willing to help them with funding for such courses. Using the internet to explore options was also recommended. A participant from another organisation informed the workshop that she with others would be working on a project proposal and would be utilising the training received in proposal writing and RBM to guide them in the process. This organisation is also planning a 1 day meeting to discuss/review and identify a work plan for the organisation's core areas of work taking into account sustainability.

The coordinator of the host organisation, Help & Shelter informed participants that this was the last in a series of 7 capacity-building workshops held and that she was pleased to have been able to include not only H&S personnel but other partner organizations and thanked all for their participation.

Evaluation

Participants in their evaluation indicated that they particularly liked the group work and presentations; the interactive sessions; communication – start with the message and the end result; the manual provided, the Results Chain, Performance Measurement Table and Performance Measurement Framework; information and presentation on M&E; the way the information was presented and disseminated; activity on communication barriers; style used in the presentations; meals were good.

Participants also singled out for praise the format of the manual; group work and discussions after presentations; the purpose of management; the RBM model and practical exercises; how information was put over in a simple way; the entire presentation was motivating; the quotes used; information on strategic planning; The simplicity and encouraging method of the facilitator; everything was very organized; clarity and a simple evaluation sheet – very practical.

The majority of participants did not identify any negatives about the workshop but those that did felt that there was too much food; were disappointed that there was no conclusion to the activity in reviewing the mission or mandate of the organisation; lateness and interruptions to answer the phone; room was a bit warm

Recommendations and gaps identified included more ice breakers and warm ups, especially after lunch; more time and more activities that encourage sharing of experiences; more discussions on practical implementations of project management including how challenges were dealt with in organization workplaces e.g. in youth groups; more group work; more practical work on real projects; more men at the workshop; more discussion on practical situations and how they were fixed/corrected, e.g. rudeness, attitudes, wanting to be noticed etc. biases and how they can affect work relations/development, how to correct these and manage these difficult issues

4. Follow-up sessions

This was the last of the project's capacity building workshops

5. Qualitative reporting Techniques

Qualitative information was gathered through the use of group evaluation reports. Qualitative information was also gathered during the course of the workshop from feedback sessions, small group reports

6. Quantitative reporting techniques/methodologies

Quantitative information was gathered through the use of tools such as ARD-required attendance sheets and registration forms.

Participants were given registration forms in their file folders to fill out and return by the end of the workshop. As participants arrived they were directed to fill out required information on the attendance sheet.