



## **“Training on Organizational Management focusing on Voluntary Service & Youth NGOs”**

Report of the study session held by  
**Youth Action for Peace**  
in co-operation with the  
**European Youth Centre  
of the Council of Europe**



**20-27 March, 2005**

**European Youth Center Budapest (EYCB)  
Budapest, Hungary**



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.



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The Team would like to thank all those who participated in the organization and success of this training course. Through your efforts and participation the aims of this training were achieved. Thank you.



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## INTRODUCTION

The activity was a training course on **Organisational management for youth leaders and youth workers or managers of NGOs**. It has addressed particularly those working in youth and voluntary service oriented organisations.

Having staff, board and active volunteers trained on Organisational Management is highly needed in all NGOs. There is a high turnover of people due to the nature of these organisations, programmes and activities as well as funding sources may change on regular basis, increasing the need to implement regular training on issues underlined in organisational management general principles.

Youth Action for Peace wishes to train its most active volunteers as well as the staff and board members of its members organisations or partners on Organisational Management, to increase the overall management of those organisations, and therefore to ensure a bigger process of capacity building, or professionalism and of sustainability, as to reach their vision and mission.

Within Youth Action for Peace we are convinced that peace can only be reached through active participation. And this implies to have the necessary, appropriated and accurate tools as to not only encourage young people to take an active role in the organisation and contribute to its aims and objectives but also to have the space and the opportunity to do so.

Taking into account the general lack of human resources, the constant pressure staff and boards have while performing their tasks in a -most of the time- difficult environment, the lack of knowledge about their own structure and working cultures as well as the consequences of these daily difficulties, the members of YAP have decided to organise a training course on Organisational Management.

This training course addressed youth leaders and youth workers, and in particular those coming from youth and organisations working with voluntary service, as those may have some specific aspects to deepen at organisational level due to their specific programmes and target groups.

The **main aim** of the training course was to train and empower participants to develop competencies to manage youth organisations (with a focus on voluntary service oriented ones) as to contribute to sustainable and developed participation of young people.

The **objectives** of this training course were:

- To raise participants' awareness about organisational management principles and mechanisms
- To raise participants' awareness and understanding of their working environment and conditions
- To work on strategic development of the organisations and other managerial tools
- To work on and address participants competencies (attitudes, skills and knowledge) in managing their organisation the people and themselves.
- To share about organisational experiences and models in the different organisations represented (explore the issue of organisational cultures)

The **programme** included the following elements:

- What is Organisational Management?
- What is our working environment?
- What is our working culture?
- Key elements of Strategic Planning (including environmental scan etc.)
- Key elements of financial management (fundraising, budgeting, financial management)
- Workshops on issues such as teamwork, Human resource management, Public relation and Lobby, Ethic in management, Leadership, Stress and time management.

### **Description of the activities**

Participants arrived on the 20<sup>th</sup> of March, 2005. Upon arrival they were provided with a folder containing: badges, paper, pen, some documents on the Training Course, and the programme.

Everyday there were group building activities for instance:

**Energizers** – some of the participants and team members were assigned to do energizers for the group every morning and after lunch break.

**Daily reports** – the participants had to sign up (in pairs) for writing the daily report.

**The daily evaluation** – the whole group was divided by the prep-team into 4 groups that met at the end of each day to discuss the day, the program and the methodologies used.

**Social Committee** – a group of people got together and worked on designing and coming up with social and cultural activities for the evenings.

**Sunday 20.3.2005**

**Welcome**

The evening started at 20.30pm with a brief general introduction, basic practicalities, followed by ice-breaking games and activities to get to know each other.

## **BALLON GAMES**

### **Part 1: What's your mood?**

Everyone stands in a circle and receives a balloon. The facilitator asks questions about how the participants feel at this moment, how long their journey was how tired they are, etc. The participants should blow the balloon according to their mood and how they feel (the bigger the balloon the more positive/intense).

### **Part 2: Introduce your balloon**

Everybody receives a marker and has to personalize his/her balloon by giving them a name (their name), a country and a face. Then everyone introduces their balloon to the group.

### **Part 3: Balloons dance**

Throw all the balloons to the middle; each person picks a balloon (that is not his/hers) and tries to find the person whom the balloon belongs to.

### **Part 4: Balloons' competition**

Everyone is asked to tie the balloon to their ankle and run around trying to blow other people's balloons and protect his/her own balloon. Last survivor wins.

## **LETTER GAME**

On the ground in different corners of the room there are (A4) papers with the different alphabetical letters written on them. Participants are asked to go to the first letter of their country and find the names and countries of the others standing next to the same letter.

Second part – participants are asked to go to the first letter of their name and find once again the names of the people standing in the group with the same letter.

The third part - participants and team, standing on their chairs in a circle, are asked to form a line according to age (younger in front and older at the end) without stepping down from their chairs.

Announcements about social committee, reporting groups, etc.





## Monday 21.3.2005

# WHAT IS ORGANISATIONAL MANAGEMENT

- General Introduction – EYCB, YAP, TC OM Objectives
- Expectations/contributions & Fears
- What is Organizational Management?
- Organizational Cultures & Organizational System
- NGO Market



### MORNING

The morning started with a round of introduction where a ball was passed around from one person to the other and each participant got a chance to say his/her name, country, and organization. The general introduction was followed by a presentation of the goals of the training course, introduction of EYCB (by Antje Rothemund – Director of EYCB), introduction of YAP (by Gisele Evrard – International Secretary), and expectations/fears (by Team).

### EXPECTATIONS & FEARS

Participants were given 15 minutes to think individually about their expectations and fears regarding this training, wrote them down and posted them on the corresponding flip chart.(Annex 1)

### ORGANIZATIONAL MANAGEMENT

What is Organizational Management?

Why Work on it?

Why improve it?

This was the first session discussing the topic of the training “organizational management”. The objective of the session was to provide a general concept for the group of what do we mean when we talk about an 'organization', what do we mean by organizational management and why it is important for successfully managing an organization.

#### **What is an “organization”?**

A group of people intentionally working together to accomplish an overall common goal or set of goals and with a common structure setting the organization’s vision, mission, values, strategic goals, strategies, and processes.

The following step was to define the structure of the participant's organization (hierarchical, flat, project management structure, or network structure) to allow them to understand decision making process and flow information within that structure, possible difficulties, how such a structure could

facilitate/hinder work, etc. For this part of the session each participant was asked to design/draw an organigram of their organization indicating the various departments, number of people and their gender in each department, their roles/responsibilities, flow of decision making, positive/negative aspects of such a structure, mission, vision and values of the organization, etc. (Annex 2)

Participants were then grouped together based on the type of structure they had (hierarchal, flat, project management structure, or network structure) to look at what they consider as positive/negative aspects of this particular structure and how do they see it possible to improve the system without changing the structure itself.

Finally there was a discussion on the need to understand why an organization may need to change , if at all, (but the organisation needs first to look at whether they need to change the structure or just to improve the existing one), properly plan the change, communicate the desire for change to everyone in the organization/team and get their feed back. Important points to consider while in the process of change is that: change takes time, try to manage change rather than control it, the need to acknowledge successful accomplishments, and to sustain change you need to include the organization's strategic planning, policies and procedures.

## AFTERNOON

### **ORGANIZATIONAL CULTURE**

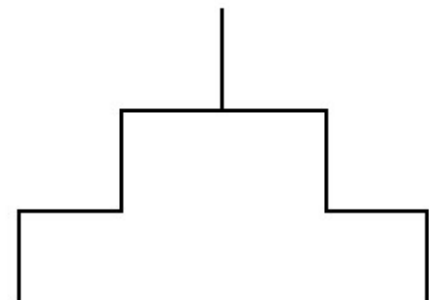
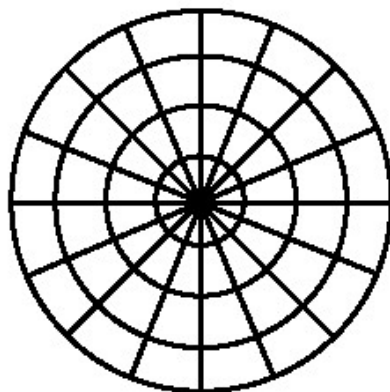
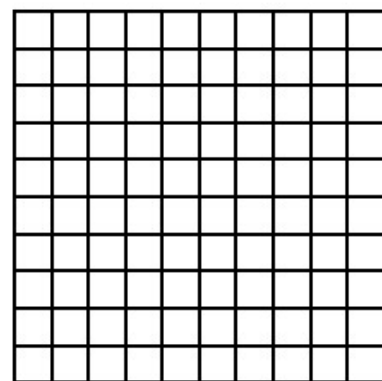
The afternoon session focused on the culture of organizations, and their systems, becoming visible through the different symbols and behaviour used by its members. The positive and negative aspects of different organizational cultures have been discussed. As to illustrate how the different cultures work in practice participants did an energizer where they positioned themselves according to the models shown on transparencies (not yet knowing what these models represented). While standing in these positions the participants were asked to mention points of weakness and strength as they could observe from the different models. In the first figure (club culture) there were only women standing in the center. In the second one (role culture) participants were complaining about the lack of overview and not seeing the leader. In the third model (task culture) there seemed to be communication problems. The fourth model (person culture) there was a lack of contact between the different small groups.



The iceberg model of culture was presented. (Annex 3)

A number of different organizational cultures were being elaborated on. These were club culture, task culture, person culture and role culture. The participants were divided into small groups. In each group there was a discussion regarding the positive and negative sides of each of the cultures. (Annex 4)

One argument that was raised was that "cultures are always mixed" meaning that there is no organization which a genuine club culture, role culture, task culture or person culture. Rather there would be different levels of the different culture concepts in every organization. It was also pointed out that culture and structure are mutually interdependent. (For further information and definitions please check - *Source : Handy, Charles (1990) Understanding Voluntary Organisations*)



**Source:** "Organizational Management" T-Kit, the Council of Europe and the European Commission.

## ORGANIZATIONAL SYSTEMS

During this session the group was looking at a broader perspective of organisations – a comparison with eco-systems. The session started with a slide show of the different existing eco-systems (simple and complex ones) while pointing out the existence of subsystems, hierarchies, inputs/outputs, etc.

### Organisations as systems

The idea of systems in management has biological antecedents. The principle of a system's approach is based on the view that the organization is a unified and directed system of interrelated parts. The significance of the term system is the recognition that **organisations are complex and dynamic social bodies with interdependencies** both internally and externally.

### Dynamic elements in systems:

**Mission** – What do we want to represent? How we want to be seen?

**Objectives** - Specific courses + plans towards an end

**Goals** - Desired end states

**Vision** – What do we want to reach/change...?

**Strategy** – Is a process; way of realisation; overall routes to *goals*, outcome of conflict & negotiations.

## NGO MARKET

The aim of the NGO Market was to introduce all the NGOs present at the training without going into long presentations and explanations but rather give the participants the chance to go around and discover these NGO (each organization had a stand where they could present their logo, motto, structure, objectives, activities, mission, vision, etc). The presentation was to be like a “business card” - simple, creative and informative.

The market was installed as a permanent exhibition, which was used by participants whenever they wanted or had some free time, to get information from different NGO. Additionally the different presentations showed the diversity in NGOs present and their different systems/structures, activities, etc. The market gave the opportunity for further contacts and future networks with other NGO and allowed many organizations to “go shopping” for partners.





**TUESDAY 22.3.2005**  
**LEADERSHIP & MANAGING SELF**

- Managing Self – motivation, organisational skills, learning styles
- Managing resources – time, stress, communication
- Leadership in Organizational Management
- Intercultural evening

The second day of the training was dedicated to develop/improve personal skills and abilities of participants to allow them to better handle different situations, to identify their own learning styles (as well as others), to evaluate how they manage/deal with time, stress and communication, and how they approach leadership both as a leader and as a follower. The session started by identifying each participant's motivation to be involved in youth work and their organization and from there we built a self exploring day.

**MORNING**

Before managing our work, our organisations, different projects, our co-workers, etc. we first need to learn to manage ourselves, which means we need to be aware of our personal motivation, skills, and working/managerial styles and abilities. This session approached the personal level of the organisational management. Through the day's activities participants had the opportunity to analyse different aspects of their work aiming to improve the outcome/results. Although the activities presented a common group goal, the different exercises remained focused on the personal level.

**SELF-AWARENESS AND MOTIVATION**

**What is my motivation?**

The day started with an individual activity – self-reflection on what is “my” personal motivation for doing voluntary/youth work and working in the NGO-field. The group was split in pairs for exchange of ideas and motivations. After discussion in pairs the group met in plenary to explore common motivation, similarities and differences in order to understand and discover other people’s motivating factors and common objectives.

**Mapping skills level**

The next level was to identify which are the personal skills necessary for youth work, focusing on organisational management. Participants received a chart with a flower shape with several petals. They had to place one skill in each petal and to rate it according to their competence in using that skill. The levels of rating were from 1- 5 (1 – the lowest and 5- the highest). After mapping and rating their organisational management skills, they had to choose the skills they want to work on during the training and what is the motivation for it. The last part of the exercise was a small group discussion to share between themselves the skills they want to improve.

Obviously everyone of us wants to improve some particular skills while participating in this training course. And we should use the opportunities to **learn**, because improving is very much connected with **learning**. But have you ever thought about what kind of a **learner** you are? You have probably noticed (at school, universities, non-formal learning activities etc.) that different people have different approaches towards learning – this is due to the different **learning styles** people have.

### **LEARNING HOW TO LEARN - LEARNING STYLES**

The way in which individuals tackle a learning situation depends upon a number of factors. Principal amongst these is what psychologists describe as *personality*; by this psychologists generally mean what makes one person different from another, although some would separate *intelligence* from those differences. There have been many attempts to classify the different factors of personality and to measure them but those do not need to concern us here except as they influence learning and teaching styles. (Annex 5).

During this part of the session the participants were given the possibility to find out what their learning styles are, how to create learning opportunities and how to support learning process for themselves and the other. For this, each participant completed a learning style test (Honey and Mumford), then they received a description of each learning style and suggestions on how to create learning opportunities. This test helped participants to understand how they learn, and how other people learn. It also gave them the opportunity to look at the needs of the people they work with or interact with in any given situation. Participants found the test useful to reconsider their approach in working with young people in order to do their best in giving equal learning opportunities for each learning style.

### **MANAGING RESOURCES**

The second part of the morning session was dedicated to identifying the different elements for managing time, stress and communication. The trainers started with a short exercise to identify which were the resources that a manager needs to manage and deal with. The list included volunteers, staff, money/finances/budgets, material/resources, time, stress, communication, etc etc. These three elements were introduced through different exercises and activities.

#### **Time Management**

Time is a relative concept. *each person* can give a different understanding of it and one can see that each person has his/her own way of understanding time and relying on it. This part of the session showed participants different perspective on the concept of time and a few tools to increase their time management. **EXERCISE:** All participants were asked to stand up and count from 1-60, 60 seconds, with their eyes closed and as soon as each of them consider that 60 seconds has passed to open their eyes and sit on their chair. According with their personal relation with time and cultural values, each participant had a different understanding of “60 seconds”, therefore everyone sat in a different moment. Once this was clear, we explored other criteria which may influence the understanding of time and the value each person gives to time: how do individuals relate to time, controlling time, myths about time management, better ways for time management, setting priorities, etc.



## **Stress Management**

Not all stress comes from internal, unwarranted, and obsessive feelings. Real factors exist that pressure people into that familiar feeling of being overwhelmed. This seems especially true in today's technologically enhanced society, where information overload has created a virtual tidal wave of responsibilities for most workers. Often, these lie beyond our control. In fact, this lack of control represents the single most important factor contributing to stress. Since people react differently to stressful situations, it was important to look during this session at symptoms of stress, cultural aspects of stress, personal characteristics that could reduce/enhance stress, myths about stress and how to handle/manage stress. To identify possible factors that cause stress one could consult "social readjustment scale" by Holmes & Rahe:

([http://www.shs.csupomona.edu/online/assessments/Social\\_Readjustment\\_Scale.PDF](http://www.shs.csupomona.edu/online/assessments/Social_Readjustment_Scale.PDF)).

Symptoms of stress can be **physical or behavioral**.

<p><b><i>symptoms at physical level include:</i></b></p> <ul style="list-style-type: none"><li>- fast breathing</li><li>- dry mouth and throat</li><li>- clammy hands</li><li>- feeling hot</li><li>- tense muscles</li><li>- indigestion</li><li>- diarrhea</li><li>- constipation</li><li>- undue exhaustion</li><li>- tension headaches</li><li>- nervous twitching</li><li>- fidgeting</li></ul>	<p><b><i>Behavioral symptoms of stress include feeling:</i></b></p> <ul style="list-style-type: none"><li>- upset, worried, and tearful</li><li>- irritated by others</li><li>- misunderstood</li><li>- powerless</li><li>- unable to cope</li><li>- restless</li><li>- a failure</li><li>- unattractive</li><li>- de-motivated</li></ul>
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## AFTERNOON

### **LEADERSHIP AND COMMUNICATION**

During the afternoon session the group continued working on elements related to managing self, improving communication and personal leadership in the form of coaching. These skills were presented through 2 exercises. The first one was linked to emphasizing group communication and how personal leadership interfere. The second one was about building trust based on leadership and different forms of communication.

#### **COMMUNICATION EXERCISE**

##### **LEGO FIGURES**

Participants were split into 8 groups of 4 pax/group. 4 groups received a lego figure and the other 4 groups received some lego pieces. Each team with a lego figure will have a twin team with equal pieces of lego to build a similar figure. Each team sit in a circle without facing their twin team.

The team which has the figure has the task to give instructions to their twin group to build a similar figure but without showing the figure itself and without looking at each other. They are only allowed to speak, but not to show the figures. Time for task: 20 – 30 min.

Following the exercise the group met together to discuss difficulties faced, strategies used, group management, leadership, communication methods, etc.

#### **TRIPLE COMMUNICATION**

Participants were split in small group of 3 persons each. The task of each team was to find an object hidden by the team. Each group has an object to find and some obstacles to avoid under the certain conditions. The rules of the exercise were:

- ➔ The first member cannot speak with the other and see the object or the others 2 members but can only walk and hear the instructions of the second member.
- ➔ The second member cannot see the object, cannot walk but he can only see the third person, is allowed to stand on one position and to talk.
- ➔ The third member can see the object and the other members but cannot walk or talk.

Time for task: 20 minutes. Following the exercise the group met together to discuss difficulties faced, strategies used to explain directions, elements of confusion (if any), communication methods, reasons for succeeding/failing in finding the object, responsibilities of the group leader, team work/cooperation, etc.

Trust is a value that leadership is based on, both for the person who is lead or the one who leads. Once trust does not exist, it is impossible to finish a task in time and at the required standards. The closure of the day was a short discussion about leadership styles which are connected with the persons one works with, the task and the given settings. Therefore, leadership is always situational and we need to adjust our way of leading people according with the needs of the people we work with, their skills, the complexity and type of the task, the level of responsibility and the conditions.

## COMMUNICATION

Communication is a topic for training course all by itself. The trainers for this session worked on highlighting several key points as a fruit for thoughts in terms of “myself” and how successful am I in my working communication. The main elements in the communication process: verbal communication, vocal communication, and visual/non-verbal communication.

<b>Body language:</b> eye contact; facial expression; touch; hand and head movements; physical separation; and body orientation.	<b>Key elements of the effective communication:</b> eye contact; posture and movement; gestures and facial expression; voice and vocal variety; language, pauses and non-words; listener’s involvement; use of humour; and being your self.
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<b>Barriers to communication:</b> physical barriers – distance, noise, lack of time, mechanical/technical breakdown; psychological barriers – for the sender: lack of understanding, emotional involvement; psychological barriers – for the receiver: distractions, emotional involvement, other emotional states, lack of interest, lack of readiness to accept the information; semantic barriers – relative meaning of many words, not finding the suitable word, limited vocabulary for perceiving/understanding, different languages, use of jargon.
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## INTERCULTURAL EVENING

The aim of this Intercultural Evening was to provide participants with the opportunity to know each other better in an informal setting, tasting the national food and drinks of the different countries and listening to traditional music from all participating countries. The Intercultural Evening was organized by the Social Committee, which was in charge of arranging all the necessary materials and equipments for the evening as well as for the entertainment programme of the evening.

**WEDNESDAY 23.3.2005**  
**MANAGING PEOPLE & TEAM WORK**

- Managing people & leadership styles
- Motivating people
- Team Work

**“The most important aspect of leadership is having a reason for leading beyond investing in your own ego.. Always check your intention. Ask yourself why you lead.”**

Sharon Wood

The first American woman to reach the top of Everest

**MORNING**

After looking at skills and qualities of oneself, this session's focus was more on skills linked to dealing with and managing others. The participants were looking at leadership styles, types of groups they deal with/need to manage, sharing and communicating visions and beliefs, team needs, skills and abilities, etc.

**LEADERSHIP SYLTLES**

Although there were 6 main leadership styles that were discussed during this session, in real life situations one may mix or combine two or three styles of leadership depending on the situation, type of project, the group managed, etc. The main styles that were mentioned during this session were: teller, seller, tests, consults, joins, and delegates. (Annex 6)

**LEADERSHIP EXERCISE – WHAT ANIMAL ARE YOU?**

In order to understand what type of leader one is, one must identify ones own characteristics. It is difficult to evaluate yourself, so the trainers asked the participants to see what animal they would identify themselves as and what animal they would identify the person next to them as. The methodology meant that participants could see what characteristic they thought they themselves had and how they were perceived by others. Understanding your characteristics is the first step to developing a leadership style.

Note –

- Leaders are not born they are made, so if there was something you didn't like you can work on it!
- You are out of your natural environment and therefore the perception of others may not be an exact reflection on what style of leader you are.
- Finally, cultural differences play a big role in how others see you.

**WHAT IS HUMAN RESOURCES MANAGEMENT?**

This session is focused on looking at the different elements (skills) that a leader/manager may need in order to mobilize his/her team. These elements include: manpower planning for the organization

based on the organization's capacity/projects/workload, recruitment and selection where there is a need for regular evaluation of the organization's needed vs. what skills people have, encouraging and motivating employees/volunteers to reach the organization's objectives, regular evaluation and follow-up, benefits for employees/volunteers, and finally training to allow people to develop and use their full potentials.

## **MANAGEMENT STYLES**

Like leadership styles there are management styles. And in spite of having four main managerial characteristics, like leadership, in real life situations people combine and mix managerial styles according to the situation, group, project, etc. (Annex 7).

For this part of the training the team used a simulation where the participants were split into four groups, each group had a case/situation where they needed to resolve, the characteristics of the leader in each situation corresponded to one or more of the management styles. There were two observers for each group to note the changes in the situation, people's behaviour and attitude, whether or not the group was able to resolve the problem or accomplish the task they had.

### **Conclusion - Managing people involves:**

- Listening to people's needs
- Support, supervision and appraisal
- Delegating tasks
- Defining function of each person
- Knowing the people – skills, attitudes, personal objectives
- Dealing with internal communication
- Recruiting/Training
- Finding a balance between adapting job to a person and person to a job
- Dealing with situations when someone leaves the organization – why they left, what left defined, experience hand-over
- Defining changes, functions, roles and jobs
- Taking care of social/health insurance, pensions, taxes, etc

## **AFTERNOON**

The session started with an energizer called "Stone, scissors and paper". The group was put in a circle. During the game we had to look for identical animals. Once opposite to an equal animal the game 'Stone, scissors and paper' started. The winner of that game (scissors over paper, paper over stone and stone over scissors) transformed himself in the next animal and had to look for an equal animal etc. In this way the participants transformed from an egg, to a chicken, to a bird and finally to superwoman.

## **MOTIVATING PEOPLE**

This session was introduced through a set of questions that the participants were asked to take some time and think about the answers according to their own situation/reality:

- Are you satisfied with your current work? (too much administrative work)

- What is the motivation for doing your work? (learning, altruism)
- Are there any similar motivations? (learning, joy, altruism)
- Why are you attending this training? (plight or will or even intense desire)
- How do you motivate other people? What do you want them to do?
- How do you get them interested in the activity?
- How do you keep/sustain them interested in the work?

As many of us find it sometimes really frustrating and hard to work with young people/volunteers (most of the participants are involved in youth organizations) because sometimes they don't have specific aims or they are hard to motivate. This exercise is to allow people working in organization to have a closer look at the tasks they give to their volunteers, the image of their organization, and how could they find the right balance between needs of the organization and the skills available.

Individually each participant had to write a call for volunteers. In the announcement they had to put the following elements; the tasks and responsibilities of the job, the vision, mission and culture of the organization. It had to be written in an attractive and motivating way. They were given 10 minutes to draft the announcement. Then in groups of six the individual announcements were discussed and each group came up with a common announcement containing the common elements and conclusion about the way to best recruit a volunteer.

The announcement had to include: the organization's logo, requirement/task description, details of the organization, responsibilities, basic skills, working conditions/hours/environment, challenges and benefits. Each group gave a presentation on their findings. The groups had different approaches. Some gave a very clear overview on what a announcement should contain.

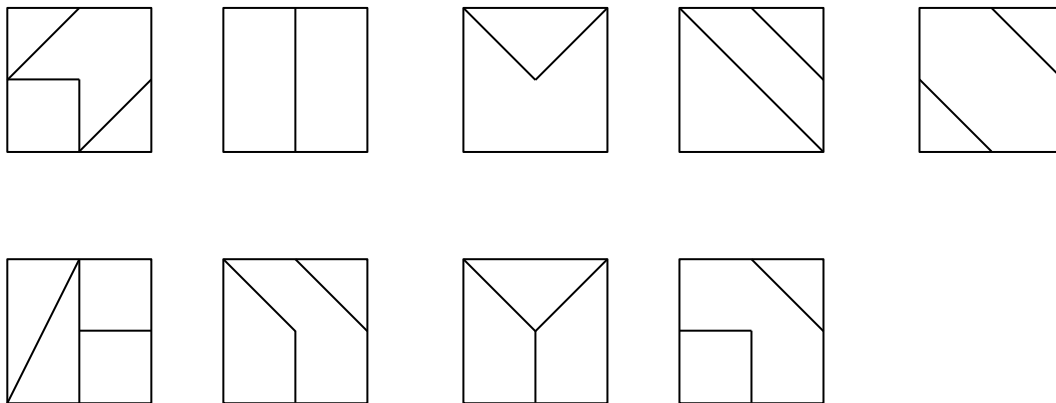
### **EXPLORING WHAT MOTIVATES US HYGIENE THEORY**

During the session a brief introduction of *Frederick Herzberg's* 'hygiene theory' in-relation to motivating people was presented. *Herzberg* was interested in finding out which factors in an employee's work environment caused satisfaction or disbursements. His book *The Motivation to Work* (1959) introduced the various factors causing job satisfaction and motivating people to work. He called these factors the "hygiene factor" using the term hygiene in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that they by themselves do not provide satisfaction. *Elements leading to satisfaction*: achievements, recognition; work itself, responsibility, advancement and growth. *Elements leading to dissatisfaction*: company policy, supervision, relationship with boss, work conditions, salary and relationship with colleagues.

<p><b>Myths about motivation:</b></p> <ol style="list-style-type: none"> <li>1. Money is a good motivator</li> <li>2. Fear is a good motivator</li> <li>3. Increased job satisfaction means increased satisfaction</li> <li>4. I can't motivate people (matter of being motivated yourself)</li> </ol>	<p><b>Basic principles about motivation:</b></p> <ol style="list-style-type: none"> <li>1. Firstly motivate yourself</li> <li>2. Align the individual goals with the general goals</li> <li>3. Understand the individual motivation</li> <li>4. Supporting the staff is an ongoing process</li> <li>5. Support the staff to increase quality</li> <li>6. Recognition, involvement and communication are important to gain staff's loyalty</li> </ol>
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## TEAM WORK COOPERATION SQUARES

The group was divided into five smaller groups of nine participants each. All participants were given a packet of cut papers (see shapes below). Each group had a set of papers these papers could form a number of squares. Each member of the group had some pieces of paper and they had to try to form a square. If the person realises that one or two of the pieces are not of use to him/her, in this case they would need to pass this piece to someone else. **The rules** : Giving papers was allowed, taking was forbidden. No verbal or non-verbal communication is allowed. Any interaction was forbidden. Using any other materials was forbidden.



After the game the participants were asked about their methodology of work: how did you feel, what was your role, how did you feel when you had no papers in front of you, what did you feel when your square was finished and the squares of the rest were not, was there some form of hidden communication, were any codes established, how did you feel upon cheating the rules,?

The game was about teamwork and communication. As there was no verbal or non-verbal communication allowed the central key to the exercise was patience, trust, helping each other, cooperating, taking into account the needs of others. It was interesting to see that some people were only focused on their task and did not think about the rest of the group. There were also others who had a general overview and were trying to pass pieces to help others build their squares. Some people found it hard not to intervene verbally especially when they could sometimes see the solution for the square but could not tell their peers.







**THURSDAY 24.3.2005**  
**FUNDRAISING and FINANCIAL MANAGEMENT**

- Fundraising Methods (private vs. public)
- Financial Management
- Free afternoon

**MORNING**

**ACCOUNTING**

The importance of finances in NGOs was the main focus of the morning session given by Lidija Burić. Finances/accounting is not only to deal with money and cash flow but more to look for resources to guarantee the work of the NGO and probably extend it. Although it sometimes seems to be not a very attractive task to raise funds and manage finances, participants were very interested in this session, which was made through exercises and simulations as interactive as possible. Due to the lack of competence of many participants in this field the implementation of practical tools (such as budget, accounts, types of expenditures, cash flow) helped a lot for a better understanding. (Annex 8)

The following topics – in relation to management of finances - have been addressed:

- a) Establishment of annual and monthly budgets/different types of budgets/example of budget and budgetary calendar
- b) Organizing accounts/chart of accounts/ presentation of accounts
- c) further tools of Financial Management (NGO budget, income/expenditure statement, cash flow forecast)

**Definitions:**

**ACCOUNTING** is the design and maintenance of the **system** for the recording and counting of sums of money, the value of property, and the records and reports associated with these sums.

**Chart of Accounts** - system that typically organizes these figures into categories

**Bookkeeping** is the process of recording transactions (revenues and expenditures) in the accounting system.

**underlying documents** (e.g., receipts, deposit slips, purchase orders, etc.) the chronological **journalizing** of transactions (including explanation and account code **ledger**).

A **Trial Balance** is a listing of all the accounts appearing in the general ledger. It is used to make sure the books are "in balance" – total debits and credits are equal.

## FUNDRAISING FOR NON-GOVERNMENTAL YOUTH NGO'S

This session looked at the basic principles of fundraising and aimed to encourage participants to think outside the box of conventional fundraising when looking at their own organisation. To be able to successfully fundraise, an organisation must understand who it is and what it intends to achieve. Many youth focused organisations fail to fundraise due to a variety of reasons stemming from a lack of consideration of the bigger picture. Motivation is clearly a key to successful fundraising however without the dedication to research, an organisation can fall before it has begun. The biggest task and probably the most important while working on fundraising strategy is “prospect research”. Major gifts of capital fundraising is 90% research and 10% solicitation. To be successful, it is essential to be able to identify a large number of potential prospects.

### **4 Main Steps in Fundraising:**

- § Primary Research
- § Assigning gift ratings
- § Secondary research
- § Prospect Evaluation

### **Golden Rules in Fundraising:**

- Do your homework
- Prepare your application fully
- Leave time
- Don't beg
- Be enthusiastic
- You are not asking for money, you are selling an idea

## **AFTERNOON**

Following the morning session and after intense discussions on budgets, finances, and fundraising the participants had half a day off to explore Budapest and enjoy a free afternoon. Everyone met in the evening for dinner at the city center.

**FRIDAY 25.3.2005**

## **ORGANISATIONAL DEVELOPMENT & STRATEGIC PLANNING**

- Organisational development & quality management
- Managing process of organisations – strategic planning
- Case study – organizational development

### **MORNING**

#### **ORGANIZATIONAL DEVELOPMENT**

This session was given by Maik Hüttinger. The group discussed issues such as Theoretical models, OD in NGOs, how to make OD successful, what are the problems and process. The lecture was interactive and the participant's concentration was kept on the theme all the time. The main point which was mentioned is that almost every theoretical thing was based on practical issues or on daily examples. The lecturer gave a presentation and tips on OD, good presentation skills, how to use body language, how to keep eye contact between speaker and listeners which is very important and essential in management as in daily life. It helps to express opinion and to make arguments for what you believe in. The speaker presented some background theory and then provided organizational tools and steps to allow for smooth yet efficient OD.

#### **What is Organizational Development?**

...is a discipline that specifically addresses the capacity building of human organizations. OD has its roots in psychology, sociology, business administration, economics and to some extent in environmental science.

#### **Dilemmas of Organization**

Centralization vs. Decentralization  
Global vs. Local  
Efficiency vs. Effectiveness  
Professionals vs. Line Management

#### **Steps how to accomplish Organizational Development:**

- Changing the individuals who work in the organization
- Changing various organizational structures and systems
- Directly changing the organizational climate or interpersonal style

#### **LEADING CHANGE by John P. Kotter**

#### **Eight Steps to Transforming Your Organization**

1. Establishing a Sense of Urgency
2. Forming a Powerful Guiding Coalition
3. Creating a Vision
4. Communicating the Vision
5. Empowering Others to Act on the Vision

6. Planning for and Creating Short-Term Wins
7. Consolidating Improvements and Producing Still More Changes
8. Institutionalizing New Approaches

## **ORGANIZATIONAL TOOLS**

### **The Ten Commandments**

1. Analyze the organization and its need for change.
2. Create a shared vision and common direction.
3. Separate from the past.
4. Create a sense of urgency.
5. Support a strong leader role.
6. Line up political sponsorship.
7. Craft an implementation plan.
8. Develop enabling structures.
9. Communicate, involve people, and be honest.
10. Reinforce and institutionalize change.

**“Be the change you want to see in the world”** Mahatma Gandhi

## **AFTERNOON**

### **STRATEGIC PLANNING**

The afternoon session focused on strategic planning as a tool in organizational change. Many participants were familiar with strategic planning issues, even took part in it in their organizations. The group also identified the internal and external stakeholders and the relations between them. After individually analysing the internal and external stakeholders of our organizations and the level of their influence and importance to us, as well as what we need from them. Participants were asked to develop a S.W.O.T. profile of their organization - identifying strengths, weaknesses, opportunities and threats and putting all of them in inter-correlation. In this way we reached to the organization's strategies that easily can be transformed into an action plan, with concrete goals and objectives. (Annex 9)

Following the theoretical background the participants were asked to:

1. Identify external and internal Stakeholders of the organisation (see below)
2. External stakeholder analysis: how they influence the organisation, what we need from them and their importance for us.
3. Internal stakeholder analysis: how they influence the organisation, what we need from them and their importance for us.
4. SWOT analysis + organizations' strategies

## S.W.O.T. Profile of your Organization

Take a few minutes to think about your organization as it exists today. What are:

- 1) the things the organization does best (i.e., strengths),
- 2) the things the organization is currently doing that it could be doing better (i.e., weaknesses),
- 3) the things the organization should be doing that it is currently not (i.e., opportunities) and
- 4) the things that could threaten the organization's continued existence (i.e., threats).

Please list below those things you believe to be the organization's most important.

<b>External environment of the organization</b>	
1) Strengths	2) Opportunities
<b>Internal environment of the organization</b>	
3) Weaknesses	4) Threats

### Organization's strategies

<b>Opportunities</b>	<b>Strengths</b> How can we use the strengths of the organization in order to fruitful identified opportunities?	<b>Weaknesses</b> What can we do to overcome the weaknesses of the organization in order to fruitful identified opportunities?
<b>Threats</b>	How can we use the strengths of the organization in order to minimize the identified threats?	How can we minimize the weaknesses of the organization in order to reduce identified threats?

### Resources

Bryson, J.M. (1989). Strategic planning for public and non-profit organizations. San Francisco: Jossey-Bass Publishers.

Caffarella, R. (1994). Planning programs for adult leaders: A practical guide for educators, trainers and staff developers. San Francisco: Jossey-Bass Publishers.

Conklin, N.L., Jones, J. and Safrit, R.D. (Winter, 1992). Values: Acting on our shared beliefs. Journal of Home Economics, p. 127-131.

Luther, D.B. (1995). Putting strategic planning to work, Leadership.

Safrit, R.D. (1990). Values stratification in the strategic planning process for adult education organizations, Unpublished doctoral dissertation, North Carolina State University, Raleigh.

## **ORGANIZATIONAL DEVELOPMENT**

Once the participants had been given the practical tools to run an organisation, the team wanted to assess just how much information they had taken on board. We formulated a case that encompassed the difficulties involved in organisational management and created a fictitious organisation. In order to be successful they had to develop a strategy, coordinate between teams and think outside the box.

The case study aimed at giving the participants the possibility to apply in a training situation what they have learned so far during the training course. They were divided into 2 big groups (A and B) and to form 3 different subgroups within teams A and B. The participants were given the possibility to choose themselves which of the teams and which of the 3 working groups to join. Then the participants were given 2 sessions time to work on the case study. The Prep-team was available for consultations during the working time. (Annex 10)

The participants gained a great deal of insight into how they themselves worked and therefore what they had to learn in order to be more efficient in their roles.



## **SATURDAY 26.3.2005**

### **ACTION PLAN & OPEN CAFÉ**

- Action Plan
- Results and discussion on Case Study
- Open Café
- Evaluation

### **MORNING**

#### **PERSONAL ACTION PLAN**

This session was more of a reflection on the theories, exercises, and trainings the participants have been through the past days. Each participant was given a paper to write their own personal action plan, their foreseen plan, objective, aims, activities when they get back to their organization. The plan would include things they wish to change on a personal level and on the professional level. They had a set of questions to guide and help them through the process.

1. What I would like to do?
2. When will I do it?
3. What are the steps I need to take in order to achieve my aims?
4. What are the capacities (skills, knowledge, time, etc?) I have that can help me?
5. In which areas I will need help?
6. Where can I get help from?
7. What resources do I need?
8. How do I know when I have completed it?
9. What will be the first step I will put in the agenda?

#### **CASE STUDY PRESENTATIONS**

Each team had 30 min for their presentations (10 min per subgroup). Then a general discussion took place in the plenary. Team B started with their presentations and they seemed to have had several problems and misunderstandings in the working groups and between them in the team. There was a definite lack of co-ordination between the subgroups and several issues arose during the discussions.

Team A continued after the break with a well-structured, balanced and harmonic presentation, which was a result of a working process based on group discussions. The differences between the 2 teams were so big that the discussion process needed to be changed. During the debriefing process the teams were asked to draw also some learning points and to present them in plenary for the closing of the case-study-session.

#### **LEARNING POINTS FROM TEAM B**

the importance of listening,

lack of structure and synergy – team spirit is needed to have commitment,

shared mission and vision very important – otherwise: de-motivation and confusion



leader-figure and/or board – very necessary to coordinate and ensure that there is space for everyone to participate  
dictatorial leadership is not working  
feedback is essential  
corporate culture – very important, lack of it is demotivating

### **BEST PRACTICE FROM TEAM A**

the team's HR-strategy will be introduced to IAPSS' HR-team  
team methodology – common decisions  
time-consuming process but the result is worthy  
time management could be improved  
a moderator is needed when having a big-group meeting:  
even if it is someone from outside

### **DECIDE TOGETHER WHAT ARE THE TASKS OF THE MODERATOR**

## **AFTERNOON**

### **OPEN CAFÉ**

The aim of the “Open Café” was to give the participants the opportunity to raise the topics they would like to further discuss about OM, in addition to form their own projects and cooperation plans/activities. The open setting with a given time frame allowed them to exchange topics and ideas, which have been coming up during the week. The relaxed atmosphere was also helpful to digest the training week before doing the last step - the evaluation.

### **Some of the issues discussed were:**

Organisational development  
Planning a youth exchange  
Conflict management in organisations  
North-South cooperation

## EVALUATION

The final evaluation was done over a number of steps. The first stage was going through the events of the past days. For this the participants were asked to lay down on the ground and close their eyes. With soft music playing in the background and dimmed room light the team took the participants in a journey through the past days reminding them of the different activities and events they did, the people they met, the places they visited and the emotions they have been through.

The second stage of the evaluation was a written evaluation. The participants were given evaluation forms that they completed with more details on each day and session of the training.

The third stage of the evaluation was a general evaluation. The method used was the pie/pizza where participants indicated on the flipchart their preferences and rate for the general aspects of the training such as the methods used, the topics discussed, free time activities, accommodation, team, etc.



Finally the participants had the opportunity to discuss the different point and parts of the training with the team in a general session as well as evaluating their expectations and fears of the first day. At the end of the session the volunteers received their certificates for the training, a CD with documents and info related to OM, and some training manuals provided by the CoE/EYC. The evaluation was concluded with the participants favourite song "hand outs baby hand outs". Then it was time for the partyyyyyyyy ....



## ON-LINE BACKGROUND READINGS

### **Starting and understanding your non-profit**

[http://www.managementhelp.org/np\\_progs/np\\_mod/orgs\\_crs.htm](http://www.managementhelp.org/np_progs/np_mod/orgs_crs.htm)

[http://www.managementhelp.org/np\\_progs/org\\_dev.htm](http://www.managementhelp.org/np_progs/org_dev.htm)

<http://www.managementhelp.org/>

### **Leadership Styles**

<http://www.nwlink.com/~donclark/leader/leadstl.html>

[http://www.motivation-tools.com/workplace/leadership\\_styles.htm](http://www.motivation-tools.com/workplace/leadership_styles.htm)

### **The Importance of Effective Communication:**

<http://web.cba.neu.edu/~ewertheim/interper/commun.htm>

### **Team Building: Informal Group Dynamics at Work**

[http://www.accel-team.com/work\\_groups/](http://www.accel-team.com/work_groups/)

### **Awaken the Leader in You**

<http://editorials.arrivenet.com/edu/article.php/4488.html>

### **Human Resources Principles**

<http://web.mit.edu/newsoffice/tt/1995/40015/40022.html>

### **Adams Equity Theory – Job Motivation**

<http://www.businessballs.com/adamsequitytheory.htm>

### **Emotional Intelligence**

<http://eqi.org/toc2.htm>

### **Frederick Herzberg: Exploring What Motivates Us**

<http://www.skymark.com/resources/leaders/herzberg.asp>

### **Maslow's Hierarchy of Needs**

<http://web.utk.edu/~gwynne/maslow.HTM>

<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

<http://www.deepermind.com/>

<http://www.wynja.com/personality/needs.html>

Date/ Time	Sunday 20.3.2005	Monday 21.3.2005	Tuesday 22.3.2005	Wednesday 23.3.2005	Thursday 24.3.2005	Friday 25.3.2005	Saturday 26.3.2005	Sunday 27.3.2005					
8 – 9.00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast					
9.15 – 11	Arrival of participants	General Introduction @ 9.30 EYC, YAP TC OM Objectives	Managing Self	Managing people & Leadership Styles	Fundraising Methods (private vs. public fundraising)	Organizational Development & Quality Management	Results and discussions on Case study	Departure of Participants					
11- 11.30													
11.30-13													
13-15													
15-16.30		Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break						
16.30-17		Expectations & Contributions  What is OM? Why work on it? Why improve it?	Managing Self	Managing people & Management Styles	Financial Management	Managing process of Organizations Strategic Planning (theory)	Action Plan						
17-18.30									LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Organizational Cultures & Organizational System									Leadership in Organizational Management	Motivating People	Free afternoon	Case Study - Organizational Development	Open Café @15.30
		Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break							
Organizational System		Leadership in Organizational Management	Team work	Reflection Groups	Case Study - Organizational Development	Evaluation							
Reflection Groups	Reflection Groups	Reflection Groups											
18.30-19	Welcome Drink @20.30 (Informal Introduction)	DINNER	DINNER	DINNER	DINNER out	DINNER	DINNER						
19-20													
21.00	NGO Market	Intercultural evening					Farewell Party @21.00						