



## Practical Guide

To

## Organisational Management

*International Experts:*  
Jean-Pierre JUSTAL (France)

*National Expert:*  
Lina HAMAOU

March 2006



Assistance technique à l'OMSAR pour le projet de renforcement de la société civile (AFKAR) EuropeAid/119961/D/SV/LB

## General Introduction

The most important question to ask is the following: What is the *raison d'être* of your organization, or in other words, its **mission**? Once this question is answered, the **strategy** of your organization will have to be defined. As a reminder, a strategy is the way through which previously set **objectives** are reached in order to fulfill the mission.

On the other hand, institutions are often interchangeably called “organizations” which suggests that they are literally “well organized”. But is this really the case?

In the next sections, we will highlight the three essential tools that help organizations ensure sound management and efficiency, as well as focus on the managerial and operational aspects of human resources.

## Content

### Module I : Management Tools

Lesson 1 : The Flow Chart

Lesson 2: The Budget

Lesson 3: The Dashboard

### Module II: Human Resources

Lesson 1 : Competence and Motivation

Lesson 2: Team Work

Lesson 3: Leadership – Delegation – Decision

### Annex I: Example of a simplified provisional budget

### Annex II: The Components of leadership

## Module I : Management Tools

Lesson 1: The flow chart
--------------------------

### Objectives:

- 1- Introduction to the "Ws" method
- 2- Definition of a flow chart and distribution of functions

### 1- The "Ws" method

#### ➤ WHO DOES WHAT?

This is a common sense question that any external interlocutor will raise to find out whom they should address when approaching or dealing with an institution. Note that to be able to answer the *who does what* question, one should first define *what should be done* (see your Action Plan).

But other complementary questions must also be clarified to design a flow chart:

**WHERE? WHEN? HOW? WHY? WHOM WITH? WHAT WITH? Etc.**

These are known as the "Ws" questions, a universal interrogative method.

### 2- The Flow Chart

Your flow chart can be defined as a *graph illustration*-answer to the WHO DOES WHAT question:

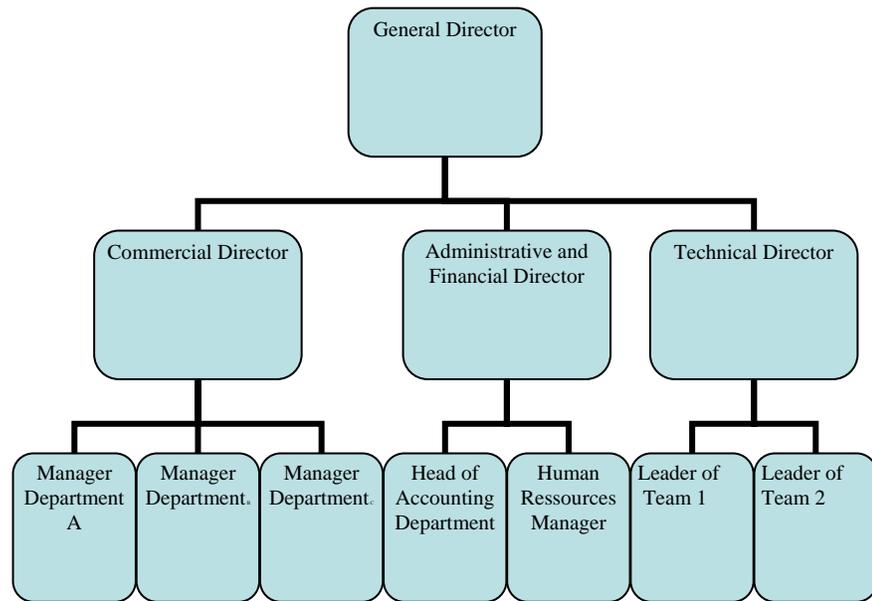
A flow chart is made up from Cells and lines. The lines link the cells together in the following ways

1. Vertically: Subdividing hierarchy (who is responsible of whom?)
2. Horizontally: along functional lines (what do people do?)

In other words, a flow chart describes the functions and relations within an organization.

However, flow charts do not always faithfully illustrate a perfect functional representation of the institutions they describe. External audits often reveal how flow charts rarely reflect reality. Indeed, operational constraints and the necessity to adapt to the realities of the field are far more demanding than a representative diagram.

As stated above, by **defining** *what should be done*, then deciding on *who will do it* – **distribution of functions** – you will get a typical flow chart of your organization, such as the following:



Your organization usually being small in size, a diagram as elaborate as the one above is not required, unless your institution should grow.

Rather, through this chart, we would like to underline the importance of clearly analyzing the tasks that have to be accomplished (*what should be done*), everybody's function within your organization as well as the hierarchical relations in order to make your work pleasant and efficient.

### Exercise

After having determined what are the functions and hierarchical relations between your colleagues, draw the flow chart of your institution.

## Module I : Management Tools

Lesson 2: The budget
----------------------

### Objectives:

- 1- Introduction to the concept of budget
- 2- How to plan a budget forecast

### 1- Introduction to the concept of Budget

#### Definition:

**A budget is a management tool indispensable in administration and decision making. It is a framework and a guide that should be by no means used as a pretext for inaction.**

Each project has its own budget. Should you have only one project to manage, things are simple. In the case of several projects to administer, it is important to have a global budget at the organization's level, the structure and modalities of which should be determined by your Board of directors.

### 2- How to plan a budget forecast

You may be familiar with the following maxim: "to govern is to foresee". A budget forecast is essentially a management tool that helps foresee expenditures and incomes, more precisely, how the former will *cover* the latter. It is *not* the result of the daily handling of expenses and incomes which are reported by your Accounting Department.

Because a budget forecast is about foresight, you must have first thoroughly defined your **strategy and objectives**, and **established the means** you will use to achieve them. In this regard, your accounts may be an interesting source of data. Indeed, previous expenditures and incomes can shed light on the future by suggesting advice, especially on how to be precautionous.

However Budget forecasts are rarely fully accurate<sup>1</sup> as external or internal unforeseeable events may alter your predictions. This is the reason why a budget should be regularly updated.

A budget also highlights the gaps between actual spending and forecast. The analysis of these gaps should allow you to correct and review your budget and better understand it.

### Exercise

Write a budget forecast for your project.

---

<sup>1</sup> See attached document for a typical budget forecast.

## Module I : Management Tools

Lesson 3: The dashboard
-------------------------

### Objective:

Understand the concept of dashboard and its applications

### Introduction

To reach the port, a navigator must maintain his/her course. For various reasons, he/she might have to redirect his/her trajectory. Also, to maintain his/her course, a series of navigational instruments are needed for a regular update on the situation. The same goes for any company, especially when they encounter difficulties.

### 1- What is a Dashboard?

#### Definition:

According to Boix and Feminier<sup>2</sup>, a dashboard is:

"A *tool* that enables a **person in charge** – or **manager** – to control the performance of his *system*, with the help of a series of *indicators* presented in a *systematic* manner, by analyzing significant *gaps* in order to *forecast, decide* and *take action*."

For a Dashboard to be useful and practical, it is important to establish the timeframe during which it will be consulted, more specifically, the exact period of consultation (i.e. weekly, monthly, etc.). Its data should be regularly updated. In addition, there should be coherence between data entry and the consultation period of the dashboard. The information provided must also be *reliable* and *significant*: the *choice of indicators* is therefore essential. Finally, the dashboard should be readable and presented in a manner adapted to its primary goal: a means that links the strategic to the operational level.

The dashboard must also be a *dynamic* and *participatory* tool. For example, indicators may have to be modified according to the circumstances, reduced or increased. The dashboard compels your co-workers to permanently search for new information and be permanently involved in the course of the action.

---

<sup>2</sup> BOIX and FEMINIER, *Le Tableau de Bord Facile*, Editions d'Organisation, 2004.

## 2- Dashboard of an organization

Your situation does not require a dashboard that is too elaborate. In most cases, around six indicators are more than sufficient. Data provided by your budget may also be used, should their timeframe coincide with your dashboard's schedule.

Note that:

- It is recommended to give priority to indicators stemming from information provided by outside sources (beneficiaries, donors, administrations, partners, etc.) provided that they can be synthesized and quantified (example: satisfaction index) and remain simple and straightforward. In this process, you may lose precision but the objectivity you will gain in return will be of great help in your decision making.
- The dashboard should be uncomplicated, adapted to your needs, evolutionary, dynamic and provide you with a global overview.

### Exercise

Considering the principles presented above, prepare a dashboard for your association. Limit yourselves to a maximum of 6 indispensable indicators.

### Introduction

Human beings – as individuals or social groups – are the **direct beneficiaries** of your action. Therefore, more than for any other enterprise, "Human Resources" are a major component of your organization. Rather than tackling all of its aspects - legal, social or financial – we will focus on the *managerial* and *operational* dimensions of Human Resources.

Three subjects will be highlighted in the following sections:

- *Competence* and *motivation* as assets for good performance
- *Team work* as an efficiency tool
- *Decision making, leadership and delegation*

## Module II: Human Resources

Lesson 1: COMPETENCE AND MOTIVATION
-------------------------------------

### Objective:

Introduction to the notions of competence and motivation

### 1- The notion of Competence

#### Definition:

The notion of competence is rather complex and conveys many ideas, sometimes contradictory ones. Two separate definitions may help to grasp it and link it to the concept of *motivation*.

“Scientific” or analytical definition of the notion of competence:

- “It is the power to act, succeed and progress that enables one to accomplish activities and tasks successfully; it results from coherent knowledge, know how, attitudes and behaviors.”

“Operational” definition of the notion of competence:

- Capacities required in solving a problem in a given professional situation or context.”

The above definitions aim at clarifying the **recruitment criteria** to select in order to ensure *efficacy* and *quality* of your personnel. You should also take into consideration the definitions of functions which will allow you to write appropriate job descriptions for each position to be assigned, identify the necessary requirements and list all of the prerequisite competences.

It is crucial not to be impressed by a considerable amount of diplomas, experiences or a seducing behavior. Keep in mind that real competence relies on a number of qualities and assets as a *whole*. Some candidates with few diplomas might be far more qualified and skilled at putting their knowledge into practice than those holding prestigious diplomas.

Competences can also be enriched through capacity building training. In some cases, the potentialities can be as important as assets, although this is hard to evaluate. Simply remember that training is also a management tool of Human Resources.

## 2- What is Motivation?

### Definition:

Isn't motivation an attraction you feel when you can achieve certain things rather than others - to accomplish a task prior to another or to commit yourself in an action without being able to explain it rationally?

Indeed, our behavior at work is closely related to the interest we have in a given task, or in other words to the way we perceive it. Consequently, we will certainly put more efforts in carrying out a job if we fully understand its aim and usefulness.

**Should you remember only one sentence concerning the notion of motivation, it would be this one:**

**"It is the WHY question that motivates people, not the HOW issue."**

It is not the technique or procedures that are motivating, but the *raison d'être* of what is requested from us – the relationship with the objective.

There can be no motivation without competence as well as competence without motivation: this is the dilemma of performance. You may be personally confronted to this issue when dealing with volunteers.

Volunteers are generally well motivated persons, though some of them only believe they are. However, are they actually competent? What is preferable: motivation without competence or competence without motivation?

## Module II: Human Resources

Lesson 2: Team Work
---------------------

### Objective:

Introduction to the main characteristics of a team

### 1- Characteristics of a team<sup>3</sup>

For a group to be considered as a team, the 7 following characteristics should be assembled:

- Orientation toward an *action*, a *duty*, a *precise objective* that constitutes a team's raison d'être
- A *small number* of members
- Strong motivation of all of its members for the accomplishment of their mission
- A *formal distribution* of roles, functions, responsibilities, competences and duties
- *Pooling* and *convergence* of the actions to ensure the success of an operation
- *Coordination* of individual actions
- Acceptation of a recognized *coordinating authority* in charge of the mission

In addition, a team's cohesion can only be ensured unless two closely related "moral" attitudes are resolved:

- *Total trust* between all of the team members
- *High team moral*, in other words, a strong sense of team self-confidence

### 2- Team Building

Team Building is an *ideal* when an organization is seeking to obtain *cohesion*. To build a strong and qualified team requires the taking into account of a maximum of criteria.

Team work reinforces relations between people, reduces risks of conflict - by regulating relations - boosts the emergence of *natural leaders* and significantly increases efficiency.

Beware however, certain groups might sometimes use their autonomy, self-confidence and strength to play an inappropriate role – a role that is primarily not assigned to them - within their organization. That is why an institution's management should always make sure that everyone respects their roles and functions in order to make team work fully efficient in problem solving, thereby ensuring the success of difficult missions.

---

<sup>3</sup> Information gathered from divers sources amongst which: Pierre CAUVIN, "La cohésion des équipes", no 119 (ESF edit.).

## Module II: Human Resources

### Lesson 3: Leadership– Delegation – Decision

#### Objective:

Introduction to the concept of leadership

#### 1- Leadership

The concept of “leadership” is a point of lively debate - proof of which is found in the abundant publications on the subject, which are not always totally relevant. However it is important to refer to the essential attributes of a *leader's* personality listed in this document's Annex II entitled “The components of leadership”. In short, a leader is a *visionary*, an *entrepreneur* as well as a *facilitator*. It is also important to bear in mind that the natural authority of a leader stems from his/her *legitimacy*, which is related to his/her recognition and acceptance by others<sup>4</sup>.

#### 2- Delegation

Be aware of the difficulties that the application of this notion implies. To delegate does not mean to discharge on somebody else, duties and tasks you do not want to accomplish yourself - but rather to entrust someone with a task or accomplishment.

Additionally, you may delegate somebody because they are more competent in a given field, or simply to charge them with a responsibility and make them feel confident about themselves (rather than challenging them).

However, delegation entails that you delegate the *power* to achieve something, not the handing out of *responsibilities*. This is another good reason why *trust* is essential. A person who delegates responsibilities should not and cannot get away from his/her duties - just as the one who has been entrusted with a task cannot escape from his/her duty.

Delegation is a kind of *contract* based on mutual *trust*. It should preferably come under the form of a **written** agreement between the two parties.

#### NOTE:

A project leader is not subject to delegation per se. Rather he/she is entrusted with a *mission* (see above: *A Project is a management tool...not a method of work*). However, entirely responsible for the fulfillment of his/her mission, nothing prevents the project leader from delegating tasks within a project's framework.

---

<sup>4</sup> See annex II

### 3- Decision Making

Decision making is a relatively complex process, psychologically speaking. Most of the time, the fear of taking risks hold back the decision maker. Consequently, taking risks should be minimized by gathering a maximum of information. The more objective and reliable the information, the better you will measure the risks you might have to take.

The primary role of tools such as a budget, a dashboard and indicators is thus emphasized. It is important to understand that none of these tools are an end to themselves. They all constitute a help or facilitator for sound management.

## Annex I

<b>EXAMPLE OF A SIMPLIFIED PROVISIONAL BUDGET</b>
---

### CREATION OF A CENTER TO INITIATE NEIGHBOURHOOD YOUTH IN COMPUTER LITURACY

Remark: At the onset on the activity, the center is managed by volunteers their for no staff expenses.

EXPENSES		INCOME	
<b>A- Installation of the center</b>		<b>A- Sources of finance</b>	
- Furniture (Tables, chairs, lockers)	3000	- Self finance	1500
- Insurance	1200	- Grant form municipality (confirmed)	1500
- Electricity	1200	- Grant form the General Council (in process)	2000
- Rent and charges	4200	- Donation from Association Condorcet (confirmed)	1000
		- Donation from "Fondation Machin" (confirmed)	1000
<b>B- Running of the center</b>		<b>C- contribution in kind</b>	
- Buying 4 computers	4000	- Teachers' Association (30 h of free teaching)	1500
- Documentation, membership fees	600	- Donation of 2 fully equipped computers + printers	2500
- Teachers honoraria	2200		
- Other and unforeseen expenses			
	16400	Total Provisions TTC	11000
		Complementary incomes to be found	5400
<b>TOTAL OF EXPENSES TTC</b>	16400	<b>TOTAL OF INCOMES TTC</b>	16400

## Annex II

### THE COMPONENTS OF LEADERSHIP

To be a LEADER implies the capacity to make others feel like following you.

A real leader should at the same time:

1. Have a vision

- Of his/her *enterprise*
- Of his/her *mission*
- Of his/her *role*

As a strategist, he/she should be able to project his/her vision into the future.

2. Be an entrepreneur

- By sharing his/her vision and giving a meaning to his/her action
- By developing (that is his/her ambition) and preserving (he/she *organizes* and *perpetuates*)
- By innovating, he/she provokes change

3. Be a facilitator, or the one who

- **Communicates:** informs, exchanges, creates dialogue and negotiates
- **Relies on networks:** he/she has allies
- **Delegates:** he/she empowers others

Remark:

These 3 attributes exist in all of us:

- The technician since we are *specialized* (through experience or education)
- The facilitator, thanks to our aptitude to create links, relations and influence
- The strategist, due to our capacity to evaluate the characteristics of an environment in order to adapt our action.