

Module 3: Agricultural Extension Programme Management



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In 2012 GFRAS developed the “New Extensionist” document, which details the role that extension plays in an agricultural innovation system, and the strategies and capacities needed (at individual, organisational, and system level) <http://www.g-fras.org/en/activities/the-new-extensionist.html>. Based on this document the GFRAS Consortium on Extension Education and Training emerged to promote the New Extensionist, mainly through training, curricula review, and research on extension.

The Learning Kit contains 13 modules designed for self-directed, face-to-face, or blended learning and can be a useful resource for individual extension field staff, managers, and lecturers.

The Agricultural Extension Programme Management module is developed as part of the New Extensionist Learning Kit <http://www.g-fras.org/fr/652-the-new-extensionist-core-competencies-for-individuals.html>

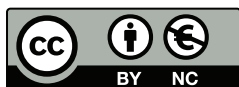
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1. Before you begin

1.1 General instruction

This module should be used in conjunction with the workbook provided. As you read through the module, you will find different visual features that are designed to help you navigate the document.



Figure 1: Icons used to highlight important information throughout the manual

The module makes use of keywords (difficult or technical words that are important for you to understand). To ensure that you receive the full benefit from the module, keywords will be marked the first time they occur and defined in a box containing the keywords symbol. Make sure that you read the definition of any words that you are unsure about.

1.2 Activities

Each session in the module will contain various types of activities to help you become knowledgeable and competent. The module contains three types of activities:

A **pre-assessment** is to be completed before reading through the module overview and introduction, and a **post-assessment** is to be completed once the entire module has been covered. This will measure the degree to which your knowledge has improved by completing the module.

Each session contains one or more **session activities** to be completed in the workbook where indicated in the module. These activities measure your ability to recall and apply theoretical knowledge.

At the end of each study unit a **summative assessment** needs to be completed. These assessments are longer than the session activities and will test your knowledge on all the work within the study unit.

1.3 Assessment instructions

Keep the following in mind before doing any of the assessments:

- All assessments are to be completed in the provided workbook.
- The manual contains all relevant information you will need to complete the questions, if additional information is needed, such as the use of online sources, facilities will be made available.
- Work through the activities in a study unit and make sure that you can answer all the questions before attempting the summative assessment. If you find that you are not certain of any part of the training material, repeat that section until you feel confident.
- The summative assessment must be done under the supervision of your trainer at the end of your learning period.

Module 3: Agricultural Extension Programme Management

Module outcomes

After completing this module, you will be able to:

1. List the theories and explain the practice of agricultural extension management:
 - Describe the basic concepts of extension programme management; and
 - Describe the theories, principles, process and functions of a good manager.
2. Differentiate between approaches to management strategies or extension organisations:
 - Describe the various extension approaches and elaborate on the implications for organisational management.
3. Explain the concept and relevance of leadership, motivation, and group dynamics in management:
 - Explain what leadership is;
 - List the qualities of good leadership;
 - Explain how to motivate employees within your organisation;
 - Describe group dynamics to improve performance standards;
 - Explain how to reduce conflicts within a group; and
 - Explain how establish guidelines and consensus to improve teamwork.
4. Describe the importance of agricultural extension programmes and the process of programme planning:
 - Describe the basic concepts of extension programmes; and
 - Describe the programme planning process.
5. Explain the importance of farmer involvement and apply the tools of programme planning:

- Explain the basic mechanisms of agricultural markets; and
 - Explain the benefits of stakeholder involvement in planning successful programmes.
6. Create an action plan for your time management process and identify ways to evaluate and improve your efforts:
 - Describe your goals;
 - Analyse how you are currently allocating your energy and time;
 - Identify elements of your personal work style that contribute to your effective use of time; and
 - Gather a collection of time management tools and strategies that you can use to take control of your time.
 7. Explain the relevance of human resource management:
 - Explain the basic concepts of supervision, staffing and appraisal; and
 - Describe the combinations of the management functions for effective personnel management.
 8. Explain the importance of coordination and control within a **pluralistic system** of extension:
 - Explain the need for coordination and control for effective organisational management; and
 - Apply the tools of coordination and control within your organisation.
 9. Explain the management information system and its role in organisational management:
 - Explain basic information system concepts as applied to business operations and management; and
 - Work with the MIS staff to make technical decisions
 10. Explain how large-scale computer application systems can assist with business management and operations.
 11. Explain the concept of MELS and its application for effective organisational management:

- Define evaluation and monitoring processes in extension;
- Explain the importance and characteristics of evaluation in extension;
- Identify the uses of evaluation;
- Explain the meaning of monitoring processes and their indicators; and
- Identify the methods used in monitoring extension activities and give various examples of indicators of extension.

Pluralistic system: An extension system that includes stakeholders from private and public sectors.



Module overview

Over the years, agricultural extension has moved towards a **participatory approach**. This has created a need for extension organisations to be more responsive to those using their services. Economic crises have triggered a need for increased accountability, **restructuring** and reform in agricultural extension since the early 1990s. At the national level, inappropriate public extension policies, limited public funds, lack of accountability, and growing rural poverty have prompted developing countries to re-examine the relevance of agricultural extension in rural development.

Agricultural extension faces the challenge of establishing a well-managed, effective, and accountable system that meets the needs of many farmers engaged in **diverse** and complex farming systems, as well as effectively monitoring, evaluating and assessing the impact of extension services. These challenges are the result of how dependent extension is on the performance of the agricultural research system and its feedback linkages as well

as the inherent problems in ensuring political commitment and the economic sustainability of agricultural extension.



Participatory approach: An approach where farmers or stakeholders are included in the decision making process.

Restructuring: Changing the way management within an organisation is structured or changing the way a programme is managed.

Diverse: Made up of different farming systems.

This module has been designed to introduce extensionists to the key terms and concepts required to understand agricultural extension programme management and to begin building the knowledge, skills and attitudes they require to manage extension effectively.

Module introduction

This module combines critical areas of extension programme planning and management of extension programmes.

Management is usually connected with organising, selecting executives or personnel, establishing plans, measuring results, and coordinating, controlling and delegating activities.

Extension services are essential in enabling farmers to improve their practices and help them respond to emerging challenges. Knowledge, ideas and skills gained through extension programmes can help farmers increase their productivity, reduce losses and gain better access to markets. The positive impact of extension services is well demonstrated globally.

Extension activities are developed through programme development. Extension services are considered to be **proactive**, **responsive** and **collaborative** organisations committed to the growth and development of people through continuous learning.



Proactive:

To create or control a situation.

Responsive:

To react to a situation.

Collaborative:

To work together with different groups or departments.

Reactive:

Response to change.

Interrelated

factors: All factors are related to each other in some way.

Reactive programming implies actions or adaptation in response to change where change is seen as a loss or a threat. The extension workers spend most of their time and other resources responding to requests that have no central focus or objective. Proactive programming suggests the educational programme or the educational effort was well thought out. It depicts a plan for expected changes and openness to new or different ways of doing something, where change is seen as an opportunity. Proactive programming ensures that a comprehensive educational effort is specifically designed to bring about change and has a significant, positive impact on the lives of individuals and groups. It indicates the new extensionist is well aware of the complex **interrelated factors** necessary to direct innovative change. This means that the new extensionist must have a philosophical base for programme development, is aware of the need for and the role of

an organisational structure in educational programming, understands the programme development process, is aware of the resources needed and has a framework for establishing priorities.



Complete the pre-assessment in your workbook.

Study unit 1: Theories and practice of agricultural extension management

Study unit outcomes

After completing this study unit, you should be able to:

- Describe the basic concepts of extension programme management; and
- Describe the theories, principles, processes and functions of a good manager.

Study unit overview

This study unit provides an introduction to the core definitions of extension programme management and the theories, practices and processes involved in extension programme management.

Study unit introduction

In this study unit you will learn about the theories and practice of agricultural extension management, and how a good manager uses these in the workplace.

Session 1.1: Definition, theories and principles of management

Session outcomes

After completing this session, you should be able to:

- Explain the theories of management and its principles; and
- Explain the management process to guide you in your work.

Introduction

In this session, you will be introduced to the concept of management as guiding human and physical resources into dynamic agricultural extension organisational units.

What is management?

Management involves giving direction and making decisions, formulating policies and plans, implementing the formulated policies and plans, and monitoring them. To be a good manager you need to be able to form balanced judgements, which are important for making rational decisions. Management also involves maintaining **interpersonal relationships** with **subordinates**, **peers**, other sectors, departments, organisations and **superiors**. This can be done by using management techniques for planning, executing and evaluating operations.

Management can also provide administrative services such as clerical accounting. Administration involves the creation and maintenance of an environment in which individual employees work together towards the accomplishment of organisational goals.

Interpersonal relationships: Your relationship with others in the workplace or in a social setting.



Subordinates: Those holding a lower position in the workplace than you do, if you are their manager.

Peers: Those working on the same level, or in a similar position to you. Your colleagues.

Superiors: Managers or supervisors. Those holding a higher position in the workplace than you do.

Management styles and approaches

There are different management styles and approaches you can use depending on the situation and the needs of the organisation.

Before the **Industrial Revolution** there was no formal analysis of management and how effective it was in a given situation. The Scientific Management or Classical Management Theory was pioneered by Frederick W. Taylor when he implemented a more structured and analytical approach to management with the goal of increasing worker productivity. This is a production orientation management style.

The basic principles of Classical Management Theory are that management develops a standard method in a scientific way for doing each job, all work is planned to avoid interruptions, employees are chosen to do a job based on their abilities and skills, and some form of incentive should be given to employees to encourage them to be productive.

Behavioural Management Theory deals with employee behaviour and what motivates employees to be productive. It also takes into account the working environment and employee work satisfaction. This theory is

Industrial Revolution:



The period in history in Britain where the invention of machines caused a rapid development in industry.

based on the idea that management takes an interest in the people they are managing in such a way that they make their team members feel valued and that they play an important part in achieving organisational goals.

The Modern Management Theory, which emerged in the 1960s, aims to bring together the ideas of a production-centred management approach and the employee-focused management approach. The system's approach highlights the organisation as a whole, which is made up of independent and interrelated subsystems.

The Contingency Theory was developed by J.W. Lorsch and P.R. Lawrence during the 1970s. This approach is based on the idea that under different situations, management problems will differ and the management style must be adjusted to address the specific problems presented in a given situation.

Management principles

The decisions and actions of managers are guided by a few basic principles that determine management's success:

- Good management relies on delegating tasks to increase productivity. This means dividing work into smaller tasks and assigning each task to someone in the workforce who has the skills and ability to do the job the best;
- A good manager will show **authority** when assigning tasks and take responsibility for their decisions;
- Another important principle of management is discipline. Where there is discipline there is proper conduct in interpersonal relationships and respect for authority within the organisation;
- Management must always act in the best interest of the organisation they serve and not make decisions for personal gain. Employees must be treated fairly and kindly in the workplace. It is important that managers stay neutral when dealing with their employees;

Authority:



A superior's right to give an order to their subordinates.

- A manager will benefit from encouraging their employees to show initiative in anything they do. This drive to contribute will add new ideas to an organisation and keep the employees motivated to be productive; and
- A good manager will make sure there is a sense of team spirit in the workplace. This refers to an environment in which co-workers develop a mutual understanding and trust, which helps them work together to get tasks done efficiently and on time.

Scope and levels of management

Within management there is a wide scope that covers all aspects of production, marketing, finances and personnel.

Production management is responsible for planning, organising, directing and controlling all production functions within an organisation.

Marketing management is responsible for identifying consumer needs and then putting everything in place so that the goods and services that will satisfy those needs can be delivered. It includes market research and advertising and choosing the correct channel of distribution. Salespeople will report to marketing management.

Financial management is responsible for making sure that an organisation has enough financial resources available for operation. They are responsible for calculating costs of projects and then choosing the correct sources of funding to suit a specific project.

Personnel management is responsible for recruiting, selecting, and training employees as well as for managing compensation, promotions and transfers, and employee welfare services. They are responsible for keeping employee records in an organisation.

Different levels of management will take responsibility for making decisions for different aspects of organisational operations.

Depending on the size of an organisation, top management will usually have the most authority and responsibility. Top management refers to the Board of Directors, Managing Director (MD), General Manager (GM), the Chief Executive Officer (CEO), who is the head of a company and their second in command, and the Chief Operating Officer (COO). Middle level management refers to department managers, deputy managers, and assistant managers. Lower level management includes the supervisors. A chain of command ensures that the subordinates in a given group report to their direct superiors, who will then report to higher levels of management and so on. Respecting this chain of command ensures that issues relevant to lower level employees are resolved quickly without wasting the time and energy of top management.

Management skills

The basic skills that a good manager should have are the ability to plan well, the ability to delegate tasks, to ability to communicate well and the ability to motivate the people who report to them.



Complete Activity 1.1 in your workbook.

Session 1.2: Functions of management

Session outcomes

After completing this session, you should be able to:

- List the functions of management which increase organisational efficiency through management; and
- List the functions of management which an effective extension professional possesses.

Introduction

As a manager, you are expected to perform certain functions to move the organisation forward. Some of these functions relate to how you plan, organise, control, coordinate, direct and supervise. These functions of management are discussed in this section.

Planning and organising

A good manager understands the value of planning and organising. A manager must have good problem solving skills and use these to set up a detailed action plan. An action plan will be based on the philosophy, policy, and objectives of the organisation. It will outline things that need to be accomplished to move the organisation forward and have a detailed description of which techniques will be used to accomplish these goals. Organisation encompasses establishing structures and systems through which activities are arranged, defined, and coordinated in terms of some specific objectives.

Staffing, directing and coordinating

As you have already learned, personnel management deals with staff selection and training as well as working at maintaining favourable working conditions. Employees can report to personnel

management with complaints if they feel unsatisfied with anything in their work environment.

The main function of management in an organisation is to give the organisation direction. Management is responsible for making decisions, giving instructions and leading the organisation towards a common goal.

Management, especially upper level management, is responsible for coordinating the various sectors within an organisation so that they work together harmoniously for the benefit of the organisation as a whole.

Reporting and budgeting

A good manager has good communication skills. This is important for the management function of reporting. This type of feedback serves the purpose of keeping the staff and the public, to whom you are accountable, informed of progress or changes that are happening in the organisation.

Financial management is usually responsible for the function of budgeting within an organisation. Financial managers make financial plans, maintain the accounting and manage the control of revenue. They are responsible for keeping costs in line with the organisation's objectives.



Complete Activity 1.2 in your workbook.

Concluding remarks

In this unit, you have learned that management involves giving direction and making decisions, formulating policies and plans, implementing the formulated policies and plans and monitoring them. There are different management styles and approaches you can use, depending on the needs of the organisation or the situation.

The core functions of management that relate to planning, organising, coordinating, directing and supervising are important for moving an organisation forward.



Complete the summative assessment in your workbook.

Study unit 2: Approaches to management strategies of extension organisations

Study unit outcomes

After completing this study unit, you should be able to:

- Explain the various extension management approaches; and
- Explain the relevance of private and public funded extension.

Study unit overview

This unit provides an overview of the various management strategies in the different agricultural extension systems that have existed or currently exist within our various contexts.

Study unit introduction

The organisation involved in agricultural extension management can be categorised mainly into publicly funded extension systems and privately funded extension systems. Within these exist a range of various forms of systems that have been in existence over the years, like the Indian Council of Agricultural Research (ICAR), Ministry of Agriculture (MOA) and the World Bank Training and Visit system, and more recent ones like the project and programme management system, the decentralised system and commodity based extension system. Understanding these systems will help you develop good management strategies for your organisation.

Session 2.1: Publicly funded extension systems

Session outcomes

After completing this session, you should be able to:

- Explain the relevance of publicly funded extension systems in extension programme management.

Introduction

About 85% of extension services around the world are public extension programmes funded by national governments. There are many streams of organisations devoted to agricultural extension under public extension systems. In this session, you will learn about the various public oriented extension systems and how they are managed.

Older systems

The Indian Council of Agricultural Research (ICAR)

ICAR is an independent organisation in the Ministry of Agriculture and Farmers Welfare of the Government of India under the Department of Agricultural Research and Education (DARE).



Horticulture:

Relating to crop production.

ICAR plays a major role in coordinating, guiding and managing research and education in all sectors of agriculture including **horticulture**, fisheries and animal sciences in the entire country.

Ministry of Agriculture system

The Ministry of Agriculture is the government level management of national resources and services available to support farmers. The major role of managers in the agricultural extension system is to make sure that any relevant knowledge produced gets out to the people who need to use it for their development. In this way, the extension system serves as a facilitating agent in coordinating **actors** along the value chain involved in service delivery. More details of the role of the extensionist as a facilitator for development can be found in Module 7.

Actors:

Stakeholders such as farmers, suppliers or investors.



Staff members should have access to the knowledge available within the organisation. They also need to be creative in how they put this knowledge together to make it easy to communicate to the farmers.

To be successful, the extension system will need a social climate that encourages the sharing and critical analysis of knowledge developed and used by its technical staff.

Case study 1: Ministry of Agricultural Extension Services of Uganda



Within the Ministry of Agricultural Extension is the Directorate of Agricultural Extension Services, which has two departments, namely the Department of Extension and Skills Management, and the Department of Agricultural Investment and Enterprise Development.

The Department of Extension and Skills Management has divisions which are each responsible for the management of information and communication, skills management and agricultural extension coordination.

The Department of Agricultural Investment and Enterprise Development has divisions that are responsible for the management of **agribusiness** services and primary process and value addition.



Within each division there is room for experts to specialise in and focus on one area of agriculture so that the Ministry as a whole can make all the information a farmer needs available to them in order for them to prosper.

Agribusiness: Farming for profit and managing farming like a business.



World Bank Training and Visit System

The Training and Visit (T&V) extension system was promoted by the World Bank in over 50 developing countries between 1975 and 1998. The main reason the T&V system disappeared was that it was financially unsustainable because of high recurrent costs paired with limited available funding.

This extension system was designed to address the challenges of poor interaction between extensionists and research scientists, poor interaction of extensionists with farmers and a lack of accountability. It based its function on a **hierarchical structure** and a strict farm visit schedule that was known to the supervisors.

To improve the accountability of village-level workers to their superiors, a single line of command and the rule of no involvement in any non-extension duties were introduced to stop higher level officials and extension workers from being tempted to take payment for services outside of their job description.

Frequent training was supposed to encourage extension workers to improve their skills and their overall knowledge in their field. In theory, there were opportunities for extensionists to receive feedback from farmers during such training sessions. It was found that there was no incentive for them to ask for or report such feedback and so this system did not improve the accountability of extension workers to the farmers.

It was also found that there was not much interest from research scientists in investing in interaction with extensionists.

When it was decided that a larger field-level team was needed to reach a larger area, a multi-level hierarchical structure with more mid-level managers and technical experts was introduced. There was also a need for more local-level offices with vehicles and motorcycles to improve mobility. All these new developments meant higher investment and running costs compared to the situation that existed before the T&V system was introduced. With limited funding available, this system became financially unsustainable.



Hierarchical structure:

Different levels of management within an organisation where each level reports to the one above it.

Systems approach:

Extension service provision is seen as a whole made up of many different individual parts.

Modern extension systems

Farming systems research and extension (FSRE)

This is a more participatory and farmer-first approach to modern extension systems where a **systems approach** to extension service provision is used.

Case study 2: Farming systems research and extension in Zimbabwe



The farming systems research and extension (FSRE) methodology was developed after prescriptive agricultural development models failed. The realisation was that many technologies recommended by these models did not apply to the objectives and socio-economic circumstances of smallholder farmers or to the agro-ecological conditions of an area.

The FSRE methodology is centred on problem solving, and is systems-oriented, interdisciplinary, farmer-oriented and **iterative**. It emphasises the role of **constraint diagnosis** and on-farm trials as a way of facilitating links between the farmers, researchers and extension workers. In Zimbabwe, FSRE has largely been championed by the Farming Systems Research Unit within the Department of Research and Specialist Services (DR & SS), while AGRITEX (Department of Agricultural Technical and Extension Services) has been more active at the grassroots level where extension workers identify trial farmers and monitor on-farm trials.

The most important innovation of FSRE is its focus on the smallholder farmer. Research and extension programmes are no longer determined exclusively by the priorities of research stations and extension organisations but by the needs of the farmers and their specific farming systems. The farming systems perspective also involves far greater concern for local resource utilisation, including the use of traditional knowledge. However, traditional FSRE has tended to be more extractive than participatory, resulting in a failure to start the research and dissemination process at the farmer level. Past and current FSRE efforts have also tended to emphasise traditional crop systems, and paid little attention to livestock components or systems. It has been criticised for its weaknesses in drawing extension considerations from practice and in incorporating its findings into the extension system.

Iterative: Frequent repetition of actions.



Constraint diagnosis: Identifying the limitations of extension programmes.



Complete Activity 2.1 in your workbook.

Session 2.2: Privately funded extension systems

Session outcomes

After completing this session, you should be able to:

- Explain the relevance of privately funded extension systems in agricultural extension programme management.

Introduction

In this session, you will learn about the contributions of the private sector and **autonomous organisations** as well as the contributions voluntary organisations make to agricultural extension and rural development work. There are quite a few voluntary organisations in countries with technical and managerial resources that undertake development work and implement them successfully. Their activities help to supplement government activities at the field level.



Autonomous organisations:

Organisations that have their own management.

Private sector

Case study 3: Privatisation in the Netherlands



In 1990, the Netherlands transferred approximately half of its field extension personnel from its public extension service, with initial government financial support, to the farmer associations. The Ministry of Agriculture continued to sponsor parts of the extension service responsible for linking research and the privatised extension services, policy preparation, implementation, and promotion and regulatory tasks.

A board which represents farmers' organisations and government equally is responsible for directing the resulting new organisation.



Member subscriptions to farmer associations and direct payment for individual analyses form the basis of partial contribution by Dutch farmers to the cost of the new organisation. Eventually, farmers will contribute 50% of the cost of services with individual analyses paid fully by the farmer clients.

Case study 4: Privatisation in Australia



It is worth noting that there is no true privatisation of agricultural extension services in practice, but there is a definite shift towards a pluralistic approach. In the Australian state of Victoria, a review of extension services determined that it would be more efficient if private advisers deliver services to individuals who benefit directly, rather than have government employed extensionists recover costs for services provided by charging government fees.

A number of challenges were encountered with this approach because of the complexities of extension service delivery and the varying nature and levels of development of different agricultural sectors. To address these challenges, the Victoria government proposed outsourcing for the delivery of future extension programmes so that rural industry organisations can take greater responsibility for technology transfer. This means that the government extension agency only employs extension project staff they believe are essential, and include the private sector professional services with skills to supplement those skills that the agency cannot offer on a contract basis. Specific projects funded by the rural industry and the federal government will then employ agricultural consultants and contract staff to help with service delivery suited to the project.

Voluntary organisations

India has a number of voluntary organisations which implement a wide range of programmes. There is much variation in the number of organisations present in different states. Some important voluntary organisations working in more than one state are Bharatiya Agro-Industries Federation (BAIF) and Professional Assistance for Development Action (PRADAN).

BAIF focuses on livestock development, water resource management, environmental conservation and livelihood development in 16 states through nine associate organisations. PRADAN promotes livelihoods in different sectors ranging from agriculture and natural resource management to rural microenterprises.

The Syngenta Foundation India (SFI) supports sustainable agricultural projects in increasing water conservation and usage, breeding varieties adapted to local situations and linking farmers with information that would lead to long-term productivity and income generation for farmers.

India's major fertiliser company in the cooperative sector, KRIBHCO, (Krishak Bharati Cooperative Limited) has initiated the Gramin Vikas Trust (GVT) with the support from the Government of India and the Department for International Development (DFID), UK to act as a **catalyst** to enable the rural communities to improve their livelihoods in resource poor areas.

Catalyst:



Causing a change without being directly involved in making the changes.

Non-governmental organisations (NGOs)

Case study 5: Sasakawa in Africa



The structure of Sasakawa Africa Association (SAA) is based on a matrix management model, which reflects both its thematic and country-level focus, and the high degree of programmatic integration.

SAA is governed by the Board of Directors which consists of 11 members. The Executive Director serves as Chief Executive Officer (CEO) and is complemented by a Managing Director (MD) who is the Chief Operating Officer (COO) of the organisation. The COO works closely with the MD of Sasakawa Africa Fund for Extension (SAFE) in the area of human resource development.

The organisation's strategic goals correspond directly with the five Themes shown in Figure 1. There are five Thematic Directors, including the SAFE MD, who lead planning and programming for their respective areas. Four Country Directors drive the implementation of country programmes, with staff of each Theme located in the four current focus countries.

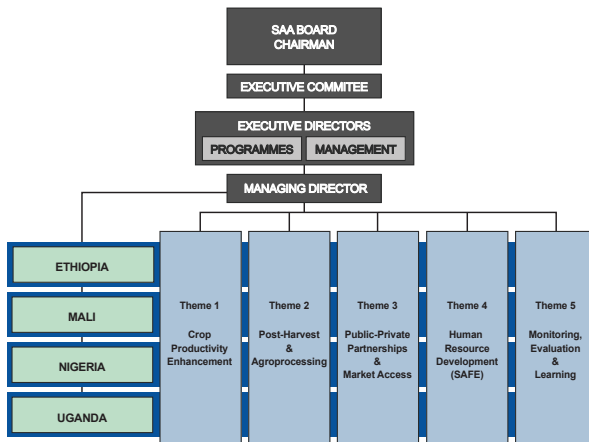


Figure 1: Management structure of Sasakawa

Cost sharing approaches

Cost sharing is a system where user fees are paid by those using services for their individual benefit. It is an emerging model in developed and developing countries. Stakeholders consider it a sustainable approach to service delivery because of its potential to generate resources which can increase productivity and income through better technology transfer and best practices in agriculture.

This approach focusses on those farmers who are unable to pay the full cost of services provided. It depends on the willingness of the farmers to promote programmes that they feel will benefit their local situations and often willingness to pay is used as a measure of how successful a programme is.

An example of this type of system is Farmer Field Schools (FFS) in Uganda. This is an experiential learning approach that aims to strengthen and equip farmers with practical knowledge in aspects of farm management. This includes training farmers how to best manage their land and livestock in their specific situation.

Another example is the National Agricultural Advisory Services (NAADS) programme which is a joint venture of the private and public sectors that provides public agricultural advisory and extension services, especially to rural poor farmers.



Complete Activity 2.2 in your workbook.

Concluding remarks

Below are the key points you should obtain from this unit:

About 85% of extension services around the world are public extension programmes funded by the national governments.

There are many voluntary organisations whose activities help to supplement government activities in the field level with technical and managerial resources.

A pluralistic approach to service delivery depends on the correct division of management functions and cooperation between public and private extension service providers.



Complete the summative assessment in your workbook.

Study unit 3: Leadership, motivation and group dynamics

Study unit outcomes

After completing this study unit, you should be able to:

- Define leadership;
- Explain the qualities of good leadership;
- Explain how to motivate employees within your organisation;
- Explain how group dynamics can improve performance standards;
- Explain how conflict in a group can be reduced; and
- Establish guidelines and consensus to improve teamwork.

Study unit overview

People working in an extension organisation need to participate willingly and harmoniously, and be motivated to achieve the objectives of the organisation. Poor leadership can undo the work that has gone into planning, staffing and organisation, and make it impossible to achieve the objectives of the organisation.

Study unit introduction

This unit looks at leadership and leadership theories and styles, the qualities of good leaders and the practice of leadership as well as motivation theories and practices. You will learn how to stimulate and motivate the desire to investigate and innovate, how to design dynamic and group animation techniques and the importance of skills and attitudes related to the professionalism of the social educator as an instrument of social change.

Session 3.1: Leadership

Session outcomes

After completing this session, you should be able to:

- Explain the concept and theories of leadership;
- Describe how management can influence individuals and groups within organisations to achieve organisational goals;
- Explain why motivation is important in extension management; and
- Explain how you will apply motivation within an organisation.

Introduction

In this session you are introduced to the concept of leadership and the various theories of leadership. This session discusses the nature of leadership and how managers can influence individuals and groups within an organisation to achieve the overall goals and objectives of the organisation. You will also learn why motivation is important and how to apply motivation within your organisation.

What is leadership?

Leadership is the action of leading a group. Within an organisation, management and leadership can be used interchangeably. It is the role of management to make the necessary decisions to lead the organisation towards a goal.

Leadership is important in an organisation because it gives the organisation direction. It is important for extension managers to understand leadership so that they know how their decisions can influence moving their organisation, and its beneficiaries, forward.

Theories of leadership

There are different leadership theories. The four theories considered to be core leadership theories are:

- Trait theories;
- Behavioural theories;
- **Contingency** theories; and
- Power and influence theories.

Trait theories focus on the personality traits that make a good leader. It was traditionally believed that leadership traits were something you were born with.

Nowadays, trait theories are used to identify which traits are useful for leadership, such as integrity, empathy, assertiveness and good decision making skills. Having these qualities will not automatically make you a good leader and some skills may have to be developed further.

Behavioural theories focus on how a leader behaves. Do they **dictate** or do they encourage their team to get involved in decision making?

Contingency theories focus on how a situation can influence leadership. These theories state that the type of leadership style will change depending on the situation. Leadership style will change depending on whether a quick decision is needed, whether it is important to get the full support of your team or whether a leader needs to be more task-oriented or people-oriented in a given situation.

Power and influence theories focus on what a leader's source of power is. These theories look at how a leader can use their own power and influence to complete a task. Do you use your personal appeal and charm to motivate your team to do the job? Do others respect you because you are an expert in the field?



Contingency:

A possible future event that cannot be predicted with certainty.

Dictate:

Give an order that must be obeyed without question.

There is also a school of thought that people will only do something if they will be rewarded for it. This means that sometimes tasks might have to be designed and set around some form of reward structure to motivate the team to complete the given task. Leading by example can also be a powerful motivating tool for the team you lead.

Leadership types

There are three main types of leaders:

- **Autocratic** leaders;
- **Democratic** leaders; and
- **Laissez-faire** leaders.

An autocratic leader makes decisions without consulting their team. This is the leadership style best suited to situations where quick decisions are needed, or when input from your team is not necessary for a successful result.

A democratic leader encourages their team to give input in the decision making process. This is the preferred leadership style for situations where the team's agreement is vital to get a successful result. One drawback is that there may be many different ideas and perspectives given and it can be difficult to manage.

A laissez-faire or non-interventionist leader will not interfere. They will let the team make most of the decisions. This leadership style is appropriate when the team is highly motivated and able to get things done without much supervision.



Autocratic:

Being dictatorial or domineering.

Democratic:

Being open to the ideas of others.

Laissez-faire:

Being non-interventionist or lax.

A leader's behaviour can impact their performance. The best leader is one who can use the correct leadership style in different situations.



What is motivation?

Motivation is the will or desire to achieve a goal. It is one of the most important concerns within extension organisation. How you motivate your team as a manager will determine how well and how quickly the given tasks are completed.

Below are a few examples of the different models of motivation you can draw on to understand how to motivate your team.

Example 1: Maslow's Hierarchy of Needs

Abraham Maslow proposed a hierarchy of human needs in a paper titled *A Theory of Human Motivation* in 1943. This hierarchy is often shown as a pyramid, as shown in Figure 2, with the most basic needs at the bottom moving upwards towards the least fundamental needs. The hierarchy structure suggests that the most fundamental needs must be met before an individual will be motivated to meet any of the higher level needs.

Physiological needs refer to all the physical requirements for the human body to function properly in order for a person to survive. Safety needs refer to things like physical safety in times of conflict, economic safety and job security, health and well-being and having a safety net against the impact of accidents or serious illness. For you, the extensionist, this level of Maslow's hierarchy of needs becomes relevant in your work in a few scenarios. If, for example, you are working in any situation where there is political conflict, or perhaps a risk of illness in an area, or even when handling livestock where there is a risk of personal injury on the job. If you are a manager of a team that is working under such conditions, then this will be something you will need to plan for to make sure these needs are met for your employees.

The need for love and belonging points to a person's need to form relationships with friends, family or colleagues, where they feel they belong to a group. Esteem needs encompass the need to feel respected and includes self-respect and self-esteem. A person's desire to be recognised can be a powerful motivator for them to



engage in a specific profession or hobby. A person needs to feel that they are contributing to a cause and that they have value. This is important to note as a manager, because making your team members feel valued will achieve better results and cooperation. The extensionist needs to enjoy working with people and needs to feel like they are contributing to the upliftment of the community they serve. If the extensionist believes in the programme and the vision of the community, then they will be motivated to give the best advice for the situation.

Finally, self-actualisation refers to the full potential a person has and how they realise that potential. Maslow described this last level as a person's desire to achieve everything that they can to become the best they can be. As a manager, you will have to remember that all the lower level needs of your team must be met in the context of the workplace before they will be able to realise their full potential. Your management potential will also only be realised once you have mastered your own lower level needs.

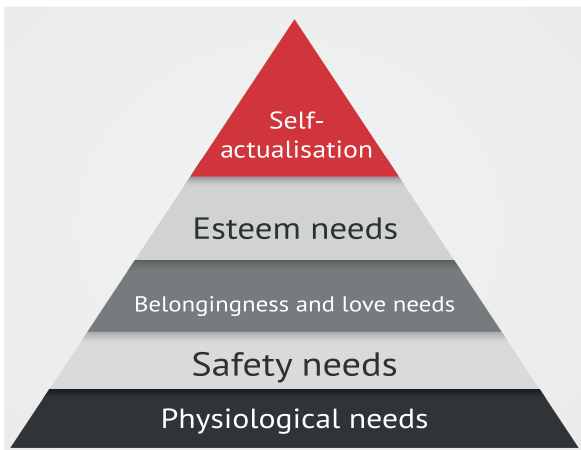


Figure 2: Maslow's Hierarchy of Needs

Example 2: Herzberg's Motivation-Hygiene Theory



This theory, developed by Frederick Herzberg, is also called the Two-Factor Model. He theorised that there are separate factors in the workplace that contribute to job satisfaction and dissatisfaction, and that these act independently of one another. Although Herzberg's theory is related to Maslow's theory of human motivation, he stated that individuals will rather look to satisfy their higher level needs connected to recognition, achievement, responsibility, advancement and the type of work, than be content with lower level needs at work connected to minimum salary levels and good working conditions. As extensionist you may find job satisfaction in your role in contributing to community upliftment through the extension programmes you implement. By taking responsibility and working with the community you serve, you gain recognition and a feeling of achievement when they make progress in their farming. By proposing the two-factor model, Herzberg suggests that administrators must recognise and attend to job characteristics that lead to worker satisfaction as well as those that lead to dissatisfaction at work to be able to improve productivity and job attitudes.

Example 3: Vroom's Expectancy Theory



You have seen that the theories of Maslow and Herzberg approach motivation as a function of internal needs and the effort required to satisfy these needs. Vroom's Expectancy Theory makes the assumption that the behaviour of an individual is the result of conscious choices they make to minimise pain and maximise pleasure. It separates the effort that results from motivation, performance and outcomes, and states that a person's motivation is made up of the link between effort, performance and motivation. Vroom's Expectancy Theory recognises that employee performance is based on personality, skills, knowledge, experience and ability (individual factors) and hinges on perceptions. It is about the associations people make about expected outcomes and the

contribution they feel they can make towards achieving those outcomes, rather than about self interest in rewards.



As an extensionist you need to enjoy working with people. You also need to have the skills, knowledge, experience and ability to offer advisory services to farmers in a way that is easy to understand so that they have confidence in your advice. Vroom's Expectancy Theory states that you will feel satisfied in your job when you feel you are making a difference in the community you serve.

Example 4: Stacey Adams' Equity Theory



The Stacey Adams' Equity Theory explains why **remuneration** and working conditions are not the only factors in motivation. People are more likely to be motivated when they feel they are treated fairly. When people feel cheated, or unfairly treated, it can cause them to feel dissatisfied and demotivated.

The central theme of this theory is that because people value fair treatment it will cause them to be motivated to maintain fairness in their relationships with their colleagues and the organisation. Adams' equity theory adds another dimension to employee satisfaction: the comparison with "referent" others. If an employee feels that they have been fairly rewarded for the time and effort they put into the job compared to how **referent others** were rewarded for their inputs in the job, then they will be happy in their work and motivated to continue working as hard as they have been working. Equity Theory also suggests that if an employee feels underpaid for the effort they put into their work, it could result in the employee resenting the organisation and possibly their co-workers and have a negative effect on employee performance.

On the other hand, the idea of recognition for good job performance and the act of thanking an employee for their effort will make the employee feel valued, increase satisfaction and motivate the employee to continue performing well.

This is also important to know as an extensionist in the field. If the farmer feels they are appreciated and valued, they will be motivated

to cooperate. Similarly, if you manage your team within an organisation, it is up to you as manager to make sure that all your extensionists are treated fairly and that they are able to do their work to the best of their ability under the circumstances.



Remuneration: Payment or salary.

Referent others: People you consider to be in a similar situation, with whom you compare your own situation.



Complete Activity 3.1 in your workbook.

Session 3.2: Work group dynamics and creativity

Session outcomes

After completing this session, you should be able to:

- Explain how to improve the functioning of groups and the quality of its consequences for individuals;
- Explain how to improve group performance standards through knowledge of the strategies, techniques and resources of observation and group coordination;
- Explain which skills are necessary to reduce the quality, effectiveness and productivity of teamwork;
- Reduce the negative consequences of conflicts within a group; and
- Establish appropriate guidelines and consensus for group interaction.

Introduction

Diversity:



To have differences in personality, ability, gender, culture etc. in a group.

In this session, you will learn how to work with groups, improve their qualities, manage the **diversity** in groups and how to grow groups within your organisation to achieve the desired results. You will gain an understanding of how you can improve the quality, effectiveness and productivity of teamwork. You will learn the value of group animation as an instrument for instigating social change.

Conceptualisation of group dynamics

It is important to remember that no two people are exactly alike. Within a group of people who will need to work together you will

find diverse personalities and work styles. Diversity within a team should be encouraged because it is good for generating creative approaches to problem solving. There will be many different options to choose from when faced with a challenge. The drawback of diverse personalities within a group is that there may be conflicting ideas which can disrupt the harmony in a team.

Roles in the group

Within a group it is natural for someone to take the lead. The team leader needs to be decisive, but also needs to be open to the ideas of others. They need to be able to lead the team in making the decisions needed to complete a given task. The team needs to be able to trust that their leader is able to drive the team forward and accurately represent the views of the team as a whole. In the field, the extensionist usually takes the lead as the advisor to the group of farmers, such as at a farmers' day. It is also up to the extensionist to be aware of the different roles of the groups within a farm. There may be the owner and or manager and the workers who are responsible for different tasks on the farm. Their roles will depend on what type of farming is done, i.e. crop production or livestock production. As extensionist, you need to be sure to consult with the correct person for the information you need.

The size of the group will depend on how the organisation is structured and which task has been assigned to a team. Each person in the team will be assigned a role or specific task, and every member of the group will need to work together to complete the overall task the team was assigned. The work is divided according to the skills and capabilities of each team member so that everyone can contribute to the project in a positive way to deliver the best possible result. In an extension organisation, depending on the size of the organisation, there will be advisory teams for different aspects of farming, e.g. crop production, livestock production, soil management, financing solutions, etc. For an extension programme to work, the different departments need to cooperate

to design the programme that will best suit the needs of a specific community or group of farmers. There can also be different extensionists responsible for visiting and service provision to a specific region within an area.

Communication in the group

It cannot be stressed enough that good communication is the key to getting a job done well without conflict.

It is important that the team leader makes sure that every member of their team knows exactly what they are expected to do to complete a given task. Clear guidelines will save time and energy because the correct information will be collected right away. It is also important for the team to meet to give feedback. This allows everyone to know how the individual parts of a project are progressing and if there are any challenges that need to be resolved. Feedback needs to be delivered in a constructive manner so that the project can move forward in a timely manner. Team members can benefit from suggestions from their team leader or team members, because it can give them new ideas on how to approach a specific problem.

Types of techniques for group dynamics

As team leader you will need to be aware of differences in personality between the team members. Some may be naturally comfortable working with others, while others may be dominant and try to take over. Being aware of this can help you assign tasks to people based on whether they work well alone or with others.

Be aware of competition within a team and between teams. Competition can be a powerful motivator for some to achieve the tasks they are assigned, but make sure that competitive people stay focused on the overall goal of their team so that this is achieved in favour of personal success. Competition between teams can also be a healthy and powerful motivator for each team to produce their best work to gain recognition. A job well

done can also strengthen trust between team members and encourage them to continue to work together well.

Competition between strong personalities within a group can lead to conflict. Similarly, **overbearing** team members may cause the more reserved team members to feel conflicted and dissatisfied in the group. Make sure there is respect, honesty and good communication between team members to prevent conflict arising from miscommunication. Frequent and regular feedback will help keep everyone updated on progress or where they can improve.



Overbearing:

To take over the conversation or activities in a group without being asked to do so.



Complete Activity 3.2 in your workbook.

Concluding remarks

In this unit, you learned about leadership, how to motivate a team and group dynamics.

Leadership is important in an organisation because it gives the organisation direction. There are different leadership styles and the best leader is one who knows which style to use in a given situation for best results.

How you motivate your team as a manager will determine how well and how quickly the given tasks are completed. There are different models of motivation that can help you understand how best to motivate your team in a given situation. Understanding group dynamics in the team is important for you to manage a group to work well together and to minimise conflicts within a group.



Complete the summative assessment in your workbook.

Study unit 4: Extension programmes and programme planning

Study unit outcomes

After completing this study unit, you should be able to:

- Describe the basic concepts of extension programmes; and
- Describe the programme planning process.

Study unit overview

This unit provides an introduction to the core definitions of extension programmes, components, programme planning and the stages involved in extension programme planning.

Study unit introduction

In this study unit you will learn about the importance of extension programmes and how programme planning is like a cycle. You will also learn about the types and principles of different extension programmes.

Session 4.1: The importance of extension programmes and planning

Session outcomes

After completing this session, you should be able to:

- Define extension programme components;
- Define the programme planning process and stages in extension programme planning; and
- Explain the importance of extension programme planning.

Introduction

Programmes are the heart and soul of extension work. Extension's clients and funders expect officers and managers to design and implement programmes that make a difference in people's lives, both individually and collectively. A clear understanding of the primary components of a programme is the foundation for designing and delivering the type of programmes that provide solutions for life issues. You will learn about these components in this session.

What is an extension programme?

An extension programme is an all-inclusive set of activities designed with a target client base in mind that focuses on the continuous education and development of clients. The educational component is meant to generate specific outcomes for the client base.

These programmes are usually made available to farmers by government extension service providers or other private consultants as a way to increase their farming knowledge and production potential. This knowledge can be shared through information packs, workshops, presentations, demonstrations and field days.

An extension programme will be successful in generating lasting change within a community if the planning process is optimised.

What is extension programme planning?

The process of programme planning is explained better when you look at it as a cycle or progression of certain stages as shown in Figure 3. Programme planning begins by looking at where the problems are (situation analysis), finds a solution to those problems (programme objective), moves the solution into actuality through the use of extension methods and communication (programme execution/implementation), makes a continuous study of how successful the extension methods have been (evaluation), and then uses the evaluation result as basis to readjust the extension programme (reconsideration).

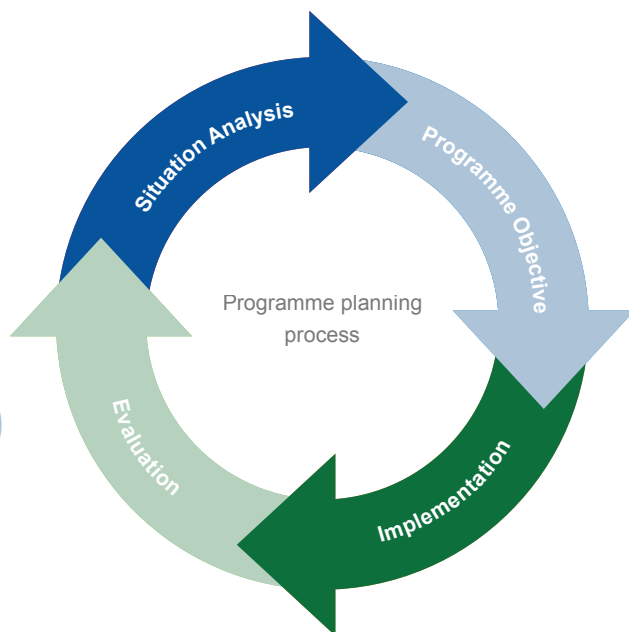


Figure 3: The extension programme planning process



Complete Activity 4.1 in your workbook.

Session 4.2: Extension programmes, types, assumptions and principles

Session outcomes

After completing this session, you should be able to:

- Identify different types of extension programmes; and
- Explain the principles of extension programme planning.

Introduction

Planning is essential in order to find solutions for community problems or issues, or to assess needs. The various types of extension programmes are described in this session.

Types of extension programmes

There are different types of extension programmes, each designed to address a specific need. Extension programmes can be designed to address development, where the objective is to implement a plan that will drive change for the benefit of an organisation or community. Extension programmes can be implemented in order to share information and educate a target audience. These programmes can involve learning institutions and their faculties to address pressing issues in agriculture.

An extension programme can be reactive or proactive. A reactive programme will be planned to address a specific problem, challenge or need within an organisation or community. Information gathered in the planning phase will guide the action plan of the programme. Proactive extension programmes are designed to drive change with the objective of uplifting a community or improving a situation within an organisation.

Principles of outcomes-focused planning

There are a few basic principles to stick to when using outcomes-focused planning. These are briefly discussed below:

1. Always make decisions based on data and facts. Collect enough good information for rational decision making.
2. Seek out stakeholders that will understand the issues you face. Involve them in the planning process so they can help guide the programme.
3. Set specific targets and goals to ensure planning covers all aspects of what you intend to achieve at the end. Make sure the target clients know which behaviours, skills and attitudes they will need to change for the programme to be successful.
4. Identify and understand the root causes of the problems you intend to address. This will help you find the best approach to overcome any potential hurdles you might encounter in the planning process.
5. Always aim for sustainable and lasting change within a community. Strive to make a significant positive impact with the proposed programme.
6. Prepare to evaluate your progress and adjust or refine the plan on a continuous basis, so that the programme will always fulfil its purpose in the community it serves.



Complete Activity 4.2 in your workbook.

Session 4.3: Programme development cycle and steps in programme planning

Session outcomes

After completing this session, you should be able to:

- Describe the programme development cycle; and
- Identify and explain the steps in extension programme planning.

Introduction

By following a careful, systematic, step-by-step approach to planning your project, you will ensure that all the needs of the target clients are discovered and considered, so that how they will be addressed will be properly planned for. It will also give the programme a better chance of making the biggest impact with the resources available.

Overview of the programme planning cycle

The eight basic steps that you should follow in your programme planning cycle are briefly discussed below.

1. Engage stakeholders in dialogue:

A potential stakeholder is a valuable source of information. This is anyone who shares your commitment to your programme. There are many ways to engage with stakeholders, either through face-to-face informal conversations or through more formal advisory groups. Remember that the diversity of stakeholders can give you access to many different perspectives and opinions, but can also lead to conflict if the group is not kept focused on the ultimate collective goal. The key stakeholders the extensionist needs to engage are investors for the extension programme and the farmers who will be involved in the programme implementation.

2. Conduct a situation analysis:

The situation analysis is needed to uncover the root cause of problems that the programme needs to address. By visiting farms and talking to farmers' associations you can find out if there are any specific needs that they want addressed in their area. Are the crop varieties suited to their soil types and rainfall area? Are they experiencing drought? Are the type of livestock breed and production system suited to their environment? You may find that training and resources on relevant topics can be useful for building the knowledge base. Engaging with state specialists can create a deeper understanding of relevant issues that need to be addressed, e.g. what are the markets doing? Is there any market that the local farmers can enter to be more productive?

The primary goal of this step is to prioritise the issues and approaches related to your programme.

3. Develop programme goals and objectives:

Programme goals are broad and general. On the other hand, programme objectives, as illustrated by the SMART acronym, are specific:

- Specific – Is the objective specific and clear about what will be achieved?
- Measurable – Is the objective measurable?
- Achievable – Is the objective achievable given the time, resources, and programming?
 - Relevant – Is the objective relevant and clearly linked to the desired result?
 - Time-limited – Is the objective stated so it is clear when it will be achieved?

4. Develop programme logic model:

The programme logic model is the foundation for programme planning. It encourages systematic thinking to address critical questions that will guide you in how to deliver and refine a high-quality programme that has a good chance of creating lasting change. The key questions to consider are:

- Which long-term, intermediate, and short-term outcomes is your programme designed to affect?

- What financial and human resources do you have available to you and how much time, energy, and resources can you dedicate to this programme?
 - What are the most important activities that you will need for you to encourage ongoing participation to achieve your outcomes?
 - Why do you think the programme will achieve the intended results?
 - Which external factors will impact participant outcomes and affect your ability to deliver a strong programme?
5. Develop an educational programme, approach, and materials: Consider how you can maximise the impact of your programme with the time, resources and expertise you have available to you. The educational materials and approaches you use should be developed based on existing resources that are available from other countries, state specialists, or your focus team.
 6. Deliver the programme:
When you deliver your programme, you should evaluate and reflect on which aspects are working and which need improvement. This is done by collecting feedback and evaluating the information to make changes or report outcomes.
 7. Evaluate, analyse, and report:
Feedback can be collected through informal and formal channels. It should include how well a workshop was received or how well the intended objectives were achieved. Analysis of this information serves to determine which areas need improvement. Annual reports serve to inform stakeholders of progress made and where refinement is needed.
 8. Learn, modify, and improve:
Evaluation gives the extension educator and other stakeholders the opportunity to reflect, learn and refine techniques with the goal of modifying and improving the programme. It also provides the opportunity to report accomplishments.



Complete Activity 4.3 in your workbook.

Concluding remarks

In this unit you learned about the importance of extension programmes. Programmes are the heart and soul of extension work. Extension's clients and funders expect officers and managers to design and implement programmes that make a difference in people's lives, both individually and collectively.

An extension programme is an all-inclusive set of activities designed with a target client base in mind that focuses on the continuous education and development of the client.

The process of programme planning, when considered as a cycle, begins with a situation analysis, finds a solution to identified problems, moves the solution into actuality through programme implementation, makes a continuous study of how successful the extension methods have been and then uses the feedback as a basis to readjust the extension programme.



Complete the summative assessment in your workbook.

Study unit 5: Managing organisational change and conflict resolution

Study unit outcomes

After completing this study unit, you should be able to:

- Describe various challenges that come with change; and
- Explain how to manage the conflicts related to these changes.

Study unit overview

Any time your organisation takes initiative to change something, managers can expect conflict to arise. Change can be stressful, even when it is for the better. Frequently, a bit of uncertainty is attached and at times individuals show resistance to change even when they will not be negatively affected. It is this resistance that leads to conflicts related to organisational change. Managing transitions and the conflicts that erupt during these transitions is an important management function and this is what this unit is all about.

Study unit introduction

In this study unit you will learn about managing organisational change and dealing with any conflicts that might arise as a result of the change process.

Session 5.1: Organisational change

Session outcomes

After completing this session, you should be able to:

- Explain the role of management in organisational change.

Introduction

Change is necessary for growth and development but not all change is comfortable. The discomfort of facing a new way of doing things can result in resistance to change as well as conflict. This session will help you understand the role of management in organisational change.

What is organisational change?

Organisational change is the process of finding new ways of adapting an organisation to changing circumstances to ensure it survives. It may include reshuffling staff or changing the way the organisation operates.

Role of management during organisational change

Management takes the role of the leader in an organisation. This means that a manager will be in the position to have to drive the transition process by making the right decisions. They may have to make decisions to abandon certain projects that are no longer **beneficial** to the organisation, or that may not be financially sustainable.

Beneficial:



Resulting in gain or an advantage.

Managers are also responsible for their employees and can find themselves in the difficult position of telling staff members that jobs will need to be cut or that employees will need to prepare to be transferred elsewhere in an organisation as part of a restructuring process.

If there are key stakeholders involved in projects run by an organisation, or stakeholders invested in the organisation itself, the manager of the relevant departments will need to communicate their intention to make changes to these stakeholders in a timely manner. Involving stakeholders in the transition process will give them the opportunity for any concerns to be voiced. This open communication can help diminish resistance to change and reduce the chance of conflicts erupting.

As a manager of an extension programme, you will be responsible for evaluating the needs of your target group, e.g. small-scale crop farmers or livestock farmers in a community. You will need to decide which programme or technology will benefit this group and then manage the planning process. This means you will have to coordinate with the investors and the farmers who have agreed to be involved in implementing the chosen programme. The farmers will need to be managed to keep them on target and it will be up to you to track the progress and adjust the course of action to meet the targets. You will also need to report back to the different stakeholders, i.e. farmers and investors, regularly to make sure everyone is in agreement with how the programme is running.



Complete Activity 5.1 in your workbook.

Session 5.2: Conflicts and conflict management

Session outcomes

After completing this session, you should be able to:

- Identify situations where conflict may arise during organisational change; and
- Explain how conflict resolution can be managed during organisational change.

Introduction

Conflicts in an organisation can arise from miscommunication and a resistance to change. This session will help you identify situations where conflicts may arise and give you an understanding of how to manage conflict resolution during organisational change.

Situations of conflict

During organisational change there may be a need for restructuring. This can mean cutting down on staff numbers, transferring staff to different departments or offices in a different location. It can also mean abandoning any project that is not making a meaningful impact for the resources that have been invested in it. Organisational change and restructuring can affect stakeholders who have invested in the organisation itself, or are invested in projects run by the organisation.

Conflicts can arise when management has to inform their employees of the proposed changes in staff structure. Perhaps some employees will need to find other jobs due to downsizing in

tough economic times. This can cause the affected employees to feel demotivated during their notice period, or that they are not as valuable as they thought they were.

Perhaps employees who are transferred to different departments to work under different managers may feel conflicted about having to adjust to a new work environment, new colleagues and a different management style.

Stakeholders who have invested resources into a project may be upset if the organisational changes will have a direct impact on them and they are not prepared to make the changes. Perhaps the particular project is not showing returns and cannot be maintained, and stakeholders and investors may be upset if the project is terminated without being told about it.

Conflict management

Now that you can identify situations where conflict may arise, how do you manage conflict? The most important tool for conflict management is good communication. When people know what to expect from a situation, they will be less anxious about accepting the changes. You should also remain calm and respectful and be open to listening to the concerns that may be voiced. You as a manager must be confident in your decisions and it will be up to you to sway the necessary people to support your decisions to move the organisation forward.

If you are in a position to have to inform staff of job losses or transfers, think of Maslow's Hierarchy of Needs and remember that job and financial security are important needs. People do not like to be taken by surprise. If you know staff restructuring will happen, it is your job as a manager to inform the people who will be directly affected by it early enough to give them time to make necessary alternative arrangements.

Similarly, if you know you have to involve stakeholders in organisational change, it will serve you well to determine the level of influence they have. It might help reduce their resistance to change if you communicate with the stakeholders in person, so that you can openly discuss any concerns they may have.

Be sure to highlight the benefits of the proposed changes in such a way that is not misleading, but that it will make them more likely to support your decisions.



Complete Activity 5.2 in your workbook.

Concluding remarks

In this unit you learned about organisational change. You also learned that change is necessary for growth and development and not all change is comfortable. The discomfort of facing a new way of doing things can result in resistance to change and conflict.

Be confident in your ability as a manager and take responsibility for driving the change process. Good communication, respect and staying calm in a conflict situation will help you manage and diffuse the situation. Be open to the concerns of those affected by proposed changes and highlight how the changes can benefit them to gain their support.



Complete the summative assessment in your workbook.

Study unit 6: Involvement of farmers and tools in programme planning

Study unit outcomes

After completing this study unit, you should be able to:

- Explain the importance of stakeholder involvement in extension programme planning; and
- Describe market types, market linkage methods and where value chains are situated within global market systems.

Study unit overview

This unit provides an introduction to the core economic concepts required to understand market processes and where value chains are situated within global market systems.

Study unit introduction

In this study unit you will learn about the importance of involving farmers and other stakeholders in the extension programme planning process. You will be introduced to some tools in programme planning that you can use in your work.

Session 6.1: Involving stakeholders in planning extension programmes

Session outcomes

After completing this session, you should be able to:

- Describe the importance of involving stakeholders in programme planning; and
- Identify practical ways of involving stakeholders in programme planning.

Introduction



Beneficiary:

Anyone who gains something from the programme.

Involvement is important in programme planning as a central theme of a planning model. Planning is the act of making the **beneficiary** of a programme participate in the programme. It is also defined as a series of joint actions by farmers and extension officers that lead to the development of the programme.

There are various ways of involving stakeholders in extension in the programme planning process, depending on the type of programme and their interest. This session introduces you to practical ways of involvement that you can use in the planning of your programme.

Importance of involvement

For an extension programme to be successful, it needs to address the needs of the target group. By involving farmers in the planning and decision making processes, you will gather better information about the needs that the programme must address. It will also keep them motivated to actively implement the proposed programme steps in order to make the changes that will benefit

them. Farmer involvement is also an important step towards uplifting them to become responsible for their own development long after the extension programme has ended.

Involvement methods

You can involve farmers in programme planning by meeting with them in person to discuss the needs and challenges they face in their farming operations. As an extension manager, it will be your job to delegate the task of gathering information about the needs faced by the target clients to the extension workers in the field. They can collect this information during farm visits and field days. The extension workers should also be told to communicate that an extension programme plan is intended. This will allow those who need to actively participate in the implementation of the programme to give feedback on their interest in accepting such a programme.

Interest in participating in the programme can be generated through advertising on social media, where available, or advertising on radio or on noticeboards. Farmers' associations should also be engaged in the planning process.

Other stakeholders can be engaged through personal meetings or written communication to encourage them to be actively involved in programme planning. In some cases, some form of material incentive can be offered, where stakeholders will directly benefit from the programme's success and this can motivate them to actively participate in guiding the programme to meet specific needs.

Some stakeholders might spontaneously express an interest in being involved in the planning of a programme based on a need that they have identified in their context. This can be positive if addressing this need can benefit them and others in some way.



Complete Activity 6.1 in your workbook.

Session 6.2: Tools in programme planning

Session outcomes

After completing this session, you should be able to:

- Identify tools of programme planning; and
- Apply tools in programme planning.

Introduction

Various tools are needed to ensure that your programme planning exercise is participatory and tailored towards meeting the needs of your intended beneficiaries. This session will help you become more familiar with these tools.

Needs assessments

A needs assessment is an essential part of programme planning. It combines information gathered by extension workers during farm visits and information about the local and global markets. It leads to brainstorming ideas between stakeholders and those responsible for programme planning for the purpose of identifying the needs that the extension programme must address to make a lasting impact in a community. It helps prioritise which needs must be addressed most urgently.

Identifying the needs that the plan must address also helps you identify which stakeholders will be most likely to make a positive and meaningful contribution in the planning process.

Resource mobilisation

A community forum can be used to take stock and give feedback about which resources are available to the community. It can also help identify any beneficial market opportunities. The use of gender-based designs can be particularly useful in communities

where there are clear **gender roles** within the community. The resources you have available to you will influence your approach to meeting the programme objectives.

Action plan

Once your needs assessment and resource mobilisation is complete, you can move on to setting up an action plan. This is a step-by-step and detailed description of all the actions and decisions that you need to make or implement to bring about the changes that will solve problems or improve a situation. It is important that all aspects are planned for, which means you need to include budgets, timelines that tasks need to be completed in and which human resources you need to make the programme successful. The steps to use when you plan a programme have already been covered in Session 4.



Gender

roles: Specific activities that are assigned to a gender based on cultural norms.



Complete Activity 6.2 in your workbook.

Concluding remarks

For an extension programme to be successful it needs to address the needs of the target group. Involvement is the act of making the beneficiary of a programme participate in it. It is also defined as a series of joint actions by farmers and extension officers leading to the development of the programme.

Farmer involvement is also an important step towards uplifting them to become responsible for their own development long after the extension programme has ended. There are various ways of involving stakeholders in extension in the programme planning process depending on the type of programme and their interest.



Complete the summative assessment in your workbook.

Study unit 7: Time management

Study unit outcomes

After completing this study unit, you should be able to:

- State your goals;
- Analyse how you are currently allocating your energy and time;
- Identify elements of your personal work style that contribute to your effective use of time;
- Assemble a collection of time management tools and strategies that you can use to take control of your time; and
- Create an action plan for your time management process and identify ways to evaluate and improve your efforts.

Study unit overview

In this unit, you will get to understand the concept of time management and practice techniques that will help you use your time more effectively so that you can direct energy towards activities that will further your professional and personal goals.

Much like money, time is both valuable and limited. It must be protected, used wisely, and budgeted. People who practice good time management techniques often find that they:

- Are more productive;
- Have more energy for things they need to accomplish;
- Feel less stressed;
- Are able to do the things they want;
- Get more things done; and
- Relate more positively to others.

Study unit introduction

In this study unit you will learn how important it is to manage your time and energy properly for you to be efficient in your work. You will be taught how to identify your personal management style to make the best of your skills as a manager.

Session 7.1: Good time management and defining goals

Session outcomes

After completing this session, you should be able to:

- Explain the concept of time management;
- Set goals;
- Explain the limitations of time management; and
- Describe how to achieve balance in time management.

Introduction

This session introduces you to the concept of time management, setting your goals, the limitations of time management, and how to achieve balance in time management.

What is time management?

Time management involves allocating a realistic amount of time to an individual task. The reason you allocate a timeline to tasks is so that you will be able to track your progress and determine if you are effectively using the time you have available to you, or if there are tasks that you could be completing in less time than you have been doing.

Time is a finite resource. The concept of time is more than just seconds, minutes and hours. A work day and a work week have a set number of hours.

Your **routine** tasks can be allocated a number of hours, days, weeks or months in which they need to be completed. Project goals can be set in terms of short-term, medium-term or long-term time allocations. Long-term time allocations can mean months or sometimes even years may be needed to complete a task or project. In the extension context, routine tasks can

include seasonal tasks. For crop farmers it will be the time they prepare the fields, when they plant the crops, how long the crops take to grow and then the time taken for harvesting. In a livestock farming context, routine tasks will include animal vaccinations, managing breeding seasons, when to wean the young animals, and how long it takes for animals to grow heavy enough for market. Your job as extensionist will be to help farmers manage their routine farming tasks so that they can get the best production in the most efficient way.

Routine:

Activities or tasks you do at the same time every day.

Procrastination:

To put off doing tasks that you need to do now until later.



Some of the main time wasters in the workplace are lack of planning and organisation, **procrastination**, lack of delegation and interruptions. Planning and organising your time will help you know what you need to do and allow you to systematically complete all your tasks. Delegation can help you to reduce your workload and allow more tasks to be completed in a shorter time, without compromising the quality of the work.

Constant interruptions by phones or

meetings cannot always be avoided, but knowing when to take calls and have meetings will help you be more productive. Procrastination is the biggest time thief and leads to crisis management and stress that could have been prevented. Procrastination can steal your time as extensionist, when you put off doing regular farm visits to get feedback from the farmers you work with. If you delay taking action in a situation where the farmer might otherwise benefit from a new technology or a change in how they do things, you will also be wasting valuable time.

Good time management starts with being aware of how much time you have available to allocate to a particular task or project. Is the task or project urgent? Does it require time-consuming activities such as research or distant travel to gather information? Next, you need to set realistic deadlines for individual tasks to

be completed. You will need to be aware of how quickly you are able to complete a task, depending what the demands are. For example, there is usually a minimum time you need to allow for a crop to grow to maturity or for an animal to be ready to breed. These are set times that you cannot make less, and you will need to work around this. If possible, you may want to delegate individual tasks to others so that there are more hours available to complete a project than there would have been had you worked on completing the tasks alone. Delegating tasks can be useful if you find you have many farmers to visit but you will not have enough time to get to everyone. You might want to send your colleagues to specific areas to cover more ground than if you tried to do everything on your own. It is important to make time for feedback sessions with these colleagues so that everyone has all the information they need for decision making.

On a personal level, being able to balance your work and leisure time will leave you feeling more relaxed and productive in your work. By planning your time carefully you will be able to allow yourself some time to focus on things that help you better cope with stressful situations that sometimes arise when you are manager.

Being efficient and thorough in completing the tasks you are assigned, or have assigned, means that you will minimise the number of work hours spent on that task. Delegating tasks so that many people work on a project at the same time can have the same effect. Every person will devote a relatively small amount of time to one task as part of completing the bigger project, which shortens the time it takes to complete than if each task had been done in sequence.

Defining goals

Defining your goals in life or your career will help you decide how best to allocate your time to the various activities that will help you achieve these goals.

To define your goal, you will need to describe your dreams. What is it that you have always wanted to do in life or in your career? Next, spend some time identifying regrets you have in life or in your career. What opportunities did you miss out on? What would you have liked to achieve by this point in your life or career? What would you have liked to do differently?

To define your goals clearly, you will need to **articulate** them. Write them down. Be specific about what it is you wish to achieve and how you want to achieve it.

Add a timeline to the goals. Allocate a realistic amount of time to each task so that you can track your progress as you work towards achieving your goal.

Articulate: To
put into words.



Complete Activity 7.1 in your workbook.

Session 7.2: Analysing energy allocation

Session outcomes

After completing this session, you should be able to:

- Define and understand the concept of energy; and
- Explain how good energy flow in the workplace can be achieved.

Introduction

In this session, you are introduced to how best to spend your energy and the energy of your staff, how to ensure good energy flow by task analysis, and effective time usage.

What is the concept of energy?

As we have said before, time is a finite resource. Energy, however, can be renewed if given the opportunity for it. Energy resources in this context refer to the emotions, body, mind and spirit of a person. Adjusting the habits and behaviours of your workforce can promote their well-being as they engage in activities that will renew their energy reserves. This means that your staff members need enough time to recharge and relax so that they can continue to engage in their work with enthusiasm and focus.

Ensuring good energy flow in the workplace

To ensure there is a good energy flow within the workplace, it will be your responsibility as a manager to ensure that the tasks you delegate are given to the people who are best suited to complete the task because they have the skills and the time to work on it. You might identify someone in your organisation who is skilled in dealing with livestock farming. If you have identified an area

where farmers need some guidance on how to make the most out of their herd or flock, you may ask this employee to go visit those farmers. There may also be areas where language can be a barrier. If you have an employee in your organisation who is fluent in certain languages, you may want to delegate such visits to them.

You will need to analyse how time is used in the workplace so that you can identify if your staff are working a reasonable number of hours to complete the given tasks. This will help you identify if they are wasting time or if they have not been given enough time to avoid stressful working conditions. If you are managing other extensionists, you might want to make time for regular feedback meetings and keep track of their farm visit schedules to see if they are using their time wisely or if changes are needed.

If you see your staff members are consistently working long hours and productivity is declining, analyse if they are making time to engage in activities that will benefit their energy levels. Perhaps reconsider how you delegate tasks to make sure the workload is fairly distributed according to the capability and skills of each staff member.



Complete Activity 7.2 in your workbook.

Session 7.3: Identifying personal style

Session outcomes

After completing this session, you should be able to:

- Explain the importance of self-review in management;
- Identify your personal strengths as a manager;
- Identify your personal motivators as a manager; and
- Evaluate the time management process.

Introduction

A good manager reviews their work at the end of the day to know how much they have accomplished for a programme or project. By doing this constant evaluation, they get to know their strengths and also the motivators and elements that lead to wasted time. This will help them improve their negotiation and delegation skills. It will also help them select tools that work better in their management to create an action plan to evaluate the whole time management process of the organisation.

The importance of self review in management

By taking the time on a daily basis to review your personal progress on a project you are working on, you will be able to identify areas where you might need to improve your time allocation for certain tasks.

Identify where your personal strengths are. If you are doing something that you are not very good at doing, it will take you much longer to complete.

Identify your personal motivators. How are you best motivated to start and complete a task? Analyse what your preferences are in the tasks you do. Remember that procrastination is the biggest

time waster. You will be more likely to complete tasks that you enjoy doing faster because you will start them right away with enthusiasm and be motivated to finish them.

By evaluating the time management process of a project, you will be able to identify where you were wasting time unnecessarily. Did you perhaps not plan meetings well enough to give you enough time for other tasks that needed your attention? Through self-evaluation you will also be able to see if there are tasks that you should delegate to increase productivity. You will also be able to set up an effective action plan to help you manage your time more effectively.

These same principles can help you when you review the same qualities in your staff. You will be able to see which tasks are best delegated to people who will get the job done quickly and do it well.



Complete Activity 7.3 in your workbook.

Concluding remarks

Good time management means that you will be more productive and have more energy for things you need to accomplish. If you plan your time well you will feel less stressed and get more done.

It is important to delegate tasks and make sure there is enough time allocated for each task to avoid stress. By doing regular self-evaluation, you will be able to track your progress and determine where you need to adjust your time management plan.



Complete the summative assessment in your workbook.

Study unit 8: Human resource management

Study unit outcomes

After completing this study unit, you should be able to:

- Describe the basic concepts of supervision, staffing, and appraisal; and
- Describe combinations of the management functions for effective personnel management.

Study unit overview

This unit is an introduction to the human resources function and related elements and activities. The unit outlines the roles and functions of members of the human resources department. Emphasis is placed on the modern day importance of human resource management (HRM) and the new corporate view of the function.

Termination:

To end a contract of employment.



You will be exposed to practical situations where there is a need for employee counseling, discipline and **termination**. You must understand the role of HRM in

providing these services to you or to those who work under you.

Study unit introduction

In this study unit you will learn about the function of HRM in an organisation. You will also be introduced to the legal implications of HRM.

Session 8.1: Human resource management functions

Session outcomes

After completing this session, you should be able to:

- Define HRM; and
- Explain the function of HRM within an organisation.

Introduction

Human resources is the workforce that is in the employ of an organisation. Managing all aspects related to the staff of an organisation is the responsibility of HRM. They are there to make sure the right type of person is employed by an organisation and that, moving forward, employees are performing at a level that is in line with the organisation's objectives.

Human resource management functions

The functions of HRM include job analysis, recruiting and hiring the correct staff for specific positions, managing wages, salaries, benefits and incentives, evaluating employee performance and resolving disputes. HRM is also responsible for training employees so they can add value to the organisation. HRM deals with employees across all levels in an organisation. In the extension context, HRM will recruit people who hold the required degrees or diplomas in agriculture. They will evaluate if candidates are suited to working well with people, and if they will be available to travel long distances as consultants in rural areas. Some recruits may be more suited to in-house advisory services, where they help the managers of the organisation in decision making related to crop or animal product prices for example.

HRM has the task of monitoring **staff turnover** within an organisation. This means they need to analyse if staff turnover is happening at an acceptable rate, and, if it is too high, explain why people are not staying employed in an organisation. This is linked to **job satisfaction** and enrichment. If employees are leaving because they are unsatisfied in the workplace, it is the duty of HRM to investigate how they can improve job satisfaction moving forward to increase **staff retention**.

Staff turnover: This is a term that describes how often an employee in a specific job is replaced by someone new.



Job satisfaction: To feel happy in the work that you do in an organisation.

Staff retention: To keep the same employees working in an organisation for a long time.

Part of HRM is firing and supervising all employees. Performance appraisals are a method of assessing if an employee is performing satisfactorily within their job according to the organisation's objectives. It can determine whether they should be promoted, rewarded with a bonus, transferred to another department or office, or fired.

Organisational theories and human resources

HRM will adopt a people-oriented management style for the simple reason that their purpose in an organisation is to manage people and monitor how the working environment affects productivity and job satisfaction. The work environment encompasses everything from interpersonal relationships in the workplace, to workload and the rewards an employee can expect for effort put into their work.

HRM must be able to assist employees in maintaining their emotional and physical well-being while employed in an

organisation. This assistance includes skills training in specific areas (conflict management or skills development) or access to various health professionals if there is a need for it. Conflict management training can be especially valuable for the extensionist in the field who will be required to deal with many different personalities and social structures within specific communities. They will need to be able to help the farmers make changes in a non-threatening way and be able to work with a community in their upliftment.

Current issues and trends in HRM

HRM needs to be equipped to sufficiently prepare employees to handle **globalisation**. This means that employees will need to be trained adequately to adapt to working under international conditions.

Increasing diversity in the workplace means there will be people of different ages, genders, ethnicities, cultural backgrounds, religious beliefs etc.

all working together. HRM needs to adapt their approaches to encourage a **harmonious** working environment for all groups within the modern workforce.

Globalisation:



When organisations operate on an international scale and start to develop international influence.

Harmonious:

To work together without conflict.



Complete Activity 8.1 in your workbook.

Session 8.2: Legal implications of human resource management

Session outcomes

After completing this session, you should be able to:

- Explain the legal implications in HRM; and
- Explain the need for and the importance of equal employment opportunity in agricultural extension.

Introduction

It is important that HRM is equipped to settle disputes or similar matters according to the rules and regulations outlined by law.

Employment law and employee rights

HRM must perform its duties in keeping with employment law and employee rights at all times. Employees are required to be informed of their rights in the workplace, and this task falls within the duties that HRM has.

It is important that employees are compensated fairly for the work they do in the position they hold for them to have job satisfaction. Employee compensation also becomes important in the event where the employee is **retrenched** or their contract is terminated. Depending on the situation, HRM must follow the correct procedures according to law when terminating employment to prevent legal action against the organisation.

In the event where employees are injured while doing their work, HRM is responsible for doing all the administrative work for the employee so that they can be compensated for any medical costs incurred or wages lost due to the injury.

The terms and conditions of different situations are governed by employment law and can differ for different job sectors. It is therefore important that employees are made aware of their rights relevant to their field.

Retrenched: A term used to describe termination of employment when an organisation is forced to reduce its staff due to difficult economic conditions. Retrenched employees are offered severance packages when their contract of employment is terminated.



Labour relations

Labour relations is an important function of HRM. It deals with managing the terms and conditions of employment within an organisation with the vision of creating relationships that are free of conflict between management and their subordinates. It is also important in creating productive working environments and ensuring fair treatment of staff. It is the responsibility of HRM to ensure that employees have access to equal employment opportunity positions.

Equal employment opportunity positions are job opportunities for employees that fit a certain set of criteria for the position. These opportunities are designed to give minority groups an equal opportunity to be employed in positions that they were previously excluded from.



International human resource management

For an organisation to be effective and successful internationally, HRM can recruit and retain human resources internationally to add value to the organisation. This means dealing with international employment laws and making sure that international recruits have the correct and necessary legal documents to allow

them to work in a foreign country. HRM will also be responsible for organising **visa** applications where relevant for the employees that are being sent to another country.



Complete Activity 8.2 in your workbook.



Visa:

Documentation required by some countries that give you permission to cross their borders to visit, study or work there.

Concluding remarks

HRM is responsible for a variety of functions in an organisation. These tasks include recruiting, hiring, training and firing all employees in an organisation.

Another responsibility of HRM is management of wages, salaries, benefits and incentives as well as appraising the performance of all employees to determine if their performance meets the objectives of the organisation. They must equip employees to be able to work well in a diverse working environment and under international conditions.



Complete the summative assessment in your workbook.

Study unit 9: Coordination and control in agricultural extension management

Study unit outcomes

After completing this study unit, you should be able to:

- Justify the need for coordination and control for effective organisational management; and
- Apply the tools of coordination and control within your organisation.

Study unit overview

Coordination means getting the various job roles and responsibilities of yourself, the staff in your unit, staff in other units in the same organisation and the broader community to work in harmony. The control function completes the process of management by measuring **accomplishment** against plans. This unit discusses the nature of coordination and control, and how these could be used to make sure that resources are not wasted in achieving the overall organisational and national goals of extension in a time where pluralism is becoming more popular.



Accomplishment:

Something that has been achieved, for example goals and programme management.

Study unit introduction

In this study unit you will learn about the importance of coordination and organisational control in agricultural extension management. You will be introduced to the control process and the principles and barriers of coordination.

Session 9.1: Organisational control

Session outcomes

After completing this session, you should be able to:

- Explain the concept of organisational control; and
- Elaborate on the nature of organisational control.

Introduction

Organisational control is the process of establishing and maintaining authority over all subordinates and throughout all chains of command in an organisation.

Nature of organisational control

It is the responsibility of the manager to know what the organisation's vision and goals are and to be aware of performance standards that must be met by the employees. A good manager must be able to analyse whether their employees' actual performance meets the targets according to the plan.

This information helps the manager adjust the organisation's plan or adjust the management style to get employees to meet performance targets better.

Organisational control allows the manager to measure progress, give feedback and direct their team to succeed.

This makes plans effective and allows the organisation to achieve their goals in an efficient way.

Controls are a way of alerting managers to problems. It helps them make better decisions because it gives them the information they need to make the necessary decisions to adjust the plan.



Complete Activity 9.1 in your workbook.

Session 9.2: The control process

Session outcomes

After completing this session, you should be able to:

- Explain the control process;
- Describe methods of organisational control; and
- Identify obstacles to effective control.

Introduction

The control process of an organisation usually uses systems to help a manager analyse information about how the organisation and its staff are functioning so that they can make the best administrative decisions. This is especially true for large organisations where there are large amounts of information for the manager to analyse.

Control process

The control process involves collecting information about organisational performance and then allocating, evaluating and regulating resources on a continuous basis to achieve the goals of an organisation.

Managers need to be aware of the performance standards within an organisation and it is the duty of management to communicate these performance standards to their employees.

Methods of control

Policies and procedures ensure that the organisation's activities are consistent and all activities are integrated.

Feedback on project progress is a valuable method of control. It helps evaluate how a project is progressing and provides

feedback to everyone working on the project. This can lead to employees either speeding things up or maintaining the pace they were working at.

Obstacles to effective control

A lack of resources, **ineffective** measuring techniques, a **time lag** in information flow and a limited capacity to analyse information are some major obstacles that can make control processes ineffective.

A lack of resources means there are not enough resources available to allocate to meeting performance objectives or taking corrective action.

If performance measurements are inaccurate, they will not be useful to the manager in decision making and the organisation might not meet performance standards. A time lag in information means that by the time the manager has become aware of a problem that needs corrective action, it will be too late to make changes to the plan in order to steer the organisation's course back on track. This causes the organisation's operations to become inefficient.

If a manager does not have the capacity to analyse large sets of performance data, then they will not be able to gather enough meaningful information to help them make decisions on how to direct their employees.

Ineffective:

Not giving the result you want.

Time lag: A delay in time between activities.



Complete Activity 9.2 in your workbook.

Session 9.3: Principles of and barriers to coordination

Session outcomes

After completing this session, you should be able to:

- Define coordination and identify types of coordination;
- Explain principles of and barriers to effective coordination; and
- Explain the concept of pluralism in extension and coordination.

Introduction

Coordination is a key function of management. It is the process of getting all organisational responsibilities, activities, management and control structures to work together for the purpose of achieving the organisation's goal in an efficient way.

Meaning of coordination and types of coordination

There are different types of coordination:

- Internal coordination deals with coordination between different sectors or between departments within an organisation;
- External coordination deals with coordination between communities, government, investors, customers, suppliers and research institutions. For this to be successful, the organisation's policies and activities must be in line with those of the external organisations they want to work with;
- **Vertical** coordination refers to different levels within an organisation working with one another for the purpose of moving the organisation towards its goals. The authority and delegation of top management ensures vertical coordination runs smoothly;

- **Horizontal** coordination happens between teams on the same management level in an organisation. An example of this would be marketing management working closely with production management within an organisation to deliver services;
- Procedural coordination describes how employees behave towards each other and the relationship they have with the organisation they serve; and
- **Substantive** coordination deals with the activities of an organisation.

Vertical: Moving upwards.

Horizontal: Moving sideways.

Substantive: Important, serious, or related to real facts.



Principles and barriers to effective coordination

Lack of commitment from leadership can be a major barrier to coordination. The support of senior levels of management can increase the effectiveness of the coordination process. An insufficient budget can hinder coordination efforts, especially in external coordination. If there are no documented accountability frameworks in place, coordination will fail.

Everyone involved needs to know what the terms of governance and accountability are. In the context of pluralistic service provision, financial support from external investors together with government departments is crucial in creating enough resources for a proposed extension programme to run long enough to give the target community time to become self-sufficient. The goal of an extension programme is to drive upliftment in a community who otherwise does not have the means to become more productive in their situation.

If there is no process of evaluation in place, and no clearly defined **baselines** with which to measure progress, coordination will not be effective. There needs to be clear leadership to direct

the path of coordination. Each organisation involved in coordination needs to have an established culture that supports the initiative. The extensionist who manages a particular programme will be responsible for the evaluation of the programme's progress as well as for reporting to the investors regularly. The baselines will be the initial situation of the community before the programme was implemented, e.g. crop yields or livestock performance. The ideal situation will be that the investors will see progress as a result of the programme that they are funding and that they will be committed to funding the programme for an agreed upon time period. The extensionist will have planned how long funding would be needed before farmers become self-sufficient.

Baselines: A



situation or value that exists before any changes are implemented.

Pluralism in extension and coordination

Pluralism in extension involves different stakeholders from private and public sectors working together to achieve service delivery goals for a target client group. The advantages of coordination between different organisations are that these organisations can pool their financial and human resources and reach more of their target clients with service delivery than they would have been able to do on their own.

Stakeholder engagement is important for coordination to be successful in the extension context. Time and effort needs to be spent identifying and engaging key stakeholders for successful coordination in a programme.

In order for the coordination relationship between private and public sector organisations to be long-lasting and successful, there need to be clearly defined and agreed upon goals in place.



Complete Activity 9.3 in your workbook.

Concluding remarks

Coordination is a key function of management and there are different types of coordination. In pluralistic extension service delivery systems, coordination between public and private sector organisations has the advantage of pooled financial and human resources to reach more of the target clients with service delivery.



Complete the summative assessment in your workbook.

Study unit 10: Management information systems

Study unit outcomes

After completing this study unit, you should be able to:

- Describe basic information system concepts as applied to business operations and management;
- Explain how to work with the MIS staff to make technical decisions; and
- Explain how large-scale computer applications systems can assist with business management and operations.

Study unit overview

This unit is an introduction to MISs and their role in supporting and transforming modern organisations and management activities. A wide range of topics are covered here to give you an overview of how MIS fits into the workplace.

Study unit introduction

In this study unit you will learn the value of MISs in extension programme management. You will be introduced to basic information system concepts and how to apply them in extension programme management.

Session 10.1: Basic information system concepts

Session outcomes

After completing this session, you should be able to:

- Explain the relevance of hardware, software and communication networks;
- Explain the relevance of storage components in business processes; and
- Explain the function of the digital firm.

Introduction

In the **information age**, the information used by management is recorded, monitored, analysed and stored digitally rather than being filed as manual **hardcopies**. It is important for you to be familiar with the relevance of business information systems in management.

Information age: The time period that started when computer-based technology was first introduced.



Hardcopies: Any document that has been printed on paper.

Components of the business information system

To stay current with modern technology trends, your organisation will need to have some form of hardware, software, communication networks and storage components in place. Hardware refers to physical machines such as computers, laptops, printers etc. Software refers to the programmes or applications that are run on the hardware components for specific purposes.

For example, HRM can use payroll software to record and manage all the wage and salary accounting records for all employees in an organisation. They can store records and calculate employee remuneration more quickly and efficiently using software than they could by hand.

Communication networks refer to workplace intranets, where all computers in an office are linked on a network and all employees can share information with one another directly from their computers or smartphones. It includes email, wireless networks (WiFi), telephones and Internet connections.

Record keeping is a very important part of organisation management. Records are there to be evaluated to track progress and see if there are things that need to be readjusted to improve efficiency. Digital storage is convenient because it requires less physically space than volumes of paper files and it can be accessed immediately without much effort when needed. Information can be stored on USB flash drives, external storage devices or even in a central server within an organisation. It is also important to note that making backup copies of all records is important. In the event of computer malfunction, network disruptions, or damage to hardware, a backup copy of current records will save time and energy in recovering information. Keeping current records safe will ensure that the company processes can continue without major delays or disruptions.

In the farming context, there are many available recording software options available. For crop production there are programmes that track seasonal weather patterns and create reports of crop yield trends for the farmer to see where they need to adjust their methods. In livestock production, software can record milk yields, herd or flock numbers, it can remind you when vaccinations should be done and when the animals should be bred. These technologies are designed to make the management of the farming operations easier to evaluate at a glance. It is also a good source of information for the extensionist who can compare the production

of one farm with another and see which methods work best in a particular setting.

Web development and HTML

In the modern age of technology, your organisation can benefit from having a website that people can access from anywhere in the world to find the information they are looking for. Extension organisations can benefit from having websites if the people served by the extension programme are in the position to access it, either with a smartphone or through a laptop and Internet connection.

Hyper Text Markup Language (HTML) is the language used to create web pages. Understanding HTML and web development are specialised areas. It would be in the organisation's best interest to employ people with the skills and knowledge to focus on web development tasks, including fixing problems and keeping websites updated.

Information systems in global business today

Information systems are important in global business because it allows information sharing and communication with people from all over the world in real time. It allows an organisation to keep up to date with the latest information available and also gives others a window into what your organisation does.

Another growing trend is e-business, where a company buys and sells their products and services through the Internet. This is convenient in agricultural extension service provision because it creates an opportunity to give technical support to farmers at the moment they need it, provided they have access to the Internet. It saves time and money on sending an advisor into the field for small things. It also allows extension information from other countries to be accessed across the globe.



Complete Activity 10.1 in your workbook.

Session 10.2: Working with management information system staff

Session outcomes

After completing this session, you should be able to:

- Describe the ethical issues in the information age; and
- Describe issues of social impact, privacy and security.

Introduction

With the growing number of people using the Internet to conduct business, there are some issues surrounding ethics, social impact, privacy and security to be considered. This session introduces you to these aspects of using MIS.

Securing information systems

Ethical:

Relating to moral principles.



Different management departments are responsible for different management functions within an organisation. Management has an **ethical** obligation to protect the information they work with and

to ensure that software products are used in an ethical way. The information which each department works with will determine how they need to secure their information systems. The more sensitive the information, the greater the need for implementing security measures.

Ethical issues

Financial management will need to ensure that their information systems are secure against abuse by unauthorised persons and computer fraud. This is especially important when **e-commerce** is practiced and money is transferred electronically for goods or

services provided. It is essential that customers buying products online have confidence that their financial information is safe when they make a transaction on your organisation's website.

HRM will need to make sure that the privacy of employee records is protected and that managers are aware of the organisation's code of ethics. Production and marketing management will need to protect the privacy of their customer, supplier and product information. This is especially important to remember when market research is done using online surveys.

There are many **antivirus** and **malware** protection software options available and it is the responsibility of your information technology (IT) department to stay current with this protection.

Files can also be password protected to limit access to sensitive information by unauthorised personnel. Securing office intranet and wireless connection networks with passwords will limit unauthorised access to your organisation's communication networks and also limit access to confidential information.

E-commerce: Buying and selling goods and services using the Internet.



Antivirus: Computer software that protects the files on your computer from attack by programmes that enter the computer system through the Internet and damage the files or steal information.

Malware: A type of computer software that is designed to damage the computer system.



Complete Activity 10.2 in your workbook.

Session 10.3: Using computer applications systems in management

Session outcomes

After completing this session, you should be able to:

- Describe how current application software is used to solve typical business problems.

Introduction

Using computer application systems in management can save time and effort when it comes to analysing information for the purposes of decision making. The tools and techniques of MIS and its application in extension organisations are discussed here.

Tools and techniques for MIS

Recurring:



The same transactions happening regularly.

Transaction

trends: The pattern of an increase or decrease in sales that is seen for a particular period of time. It is a result of supply and demand interaction.

There are different MIS tools available and they can be used in combination depending on the needs of management. Some tools discussed here are Transaction Processing Systems (TPS), Operation Information Systems (OIS) and Decision Support Systems (DSS).

TPS can be used by an organisation to record and document all the routine, **recurring** business transactions such as inventories, customer transactions, orders and sales. This system allows the organisation to see if there are any **transaction trends** that arise and it allows better resource allocation to deal with the needs that these trends indicate.

OIS includes the tools used to plan and schedule meetings or production functions. It helps the operations manager to monitor stock levels and allows them to best allocate human resources to manufacturing tasks. In the agricultural context, this type of system would be used in a feed mill.

Top management uses DSS to make managerial decisions. This analysis system uses computers, computing tools and mathematical and scientific models. This system helps the company's managers analyse and evaluate all the methods it uses in all management departments it oversees. This allows the manager make decisions which will save money, time, human and material resources, and generate the greatest returns. It allows for the most efficient action plans to be implemented.

MIS in extension organisations

Extension organisations serve to offer technical support to farmers. There has been an increase in the use of information systems for on-farm recording of livestock and crop information. Extensionists should be aware that these records are valuable in evaluating the impact of service provision.

Production data can be a valuable source of feedback used to evaluate the impact and success of the implementation of an extension programme. Programme managers can analyse and evaluate the data to identify that all the needs of the target clients have been met and adjust resource allocation if these needs have or have not been met.



Complete Activity 10.3 in your workbook.

Concluding remarks

With the growing number of people using the Internet to conduct business, there are some issues surrounding ethics, social impact, privacy and security to be considered. This session introduces you to these aspects of MIS usage.

Extension organisations can benefit from having websites if the people served by the extension programme are in the position to access it, either with a smartphone or through a laptop and Internet connection.

There are different MIS tools available and they can be used in combination depending on the needs of management. MISs can be useful in extension organisations to track the effectivity of extension programme implementation.



Complete the summative assessment in your workbook.

Study unit 11: Monitoring and evaluation

Study unit outcomes

After completing this study unit, you should be able to:

- Define evaluation and monitoring processes in extension;
- Explain the importance and characteristics of evaluation in extension;
- Identify the uses of evaluation;
- Explain the meaning of monitoring processes and their indicators; and
- Identify the methods used in monitoring extension activities and the various examples of indicators of extension.

Study unit overview

There is an increased demand that extension programmes give evidence of value for money and results both at national levels and among international organisations and bilateral agencies. Investments in extension are aimed at complex transformations in how people live and how they manage their natural resources. These transformations can be rigorously evaluated, but require mixed methods. In order to assess their value, you will need **qualitative** and **quantitative data**, as well as the acknowledgement that the change processes resulting from extension are non-linear, **dynamic**, and **multidimensional**. The roles of monitoring and evaluation are complementary. In this unit, these two concepts are discussed so that both field level staff and extension managers have a better understanding of how to apply these concepts.



Bilateral agencies: A government agency based in one country that provides aid for people in other countries.

Qualitative data: Information that cannot be measured but depends on opinion.

Quantitative data: Information that can be measured.

Dynamic: Always changing.

Multidimensional: Having more than one dimension, needing to be approached from more than one viewpoint.

Study unit introduction

In this study unit you will learn how important monitoring and evaluation is for any extension programme to be successful. You will learn about the principles of monitoring, different models of evaluation and how to design extension evaluation for a programme to be a success.

Session 11.1: Monitoring for effective management

Session outcomes

After completing this session, you should be able to:

- Define the meaning of monitoring;
- Describe the principles and approaches of monitoring;
- Identify monitoring indicators; and
- Link monitoring to outcomes.

Introduction

Monitoring is usually needed for good evaluations. Information needs to be systematically collected to track progress and improve on it during the course of an **intervention**. This information is needed for evaluation teams to make a rigorous and verifiable assessment of the progress that has been made.

Intervention:



A course of action taken to create positive change.

Meaning of monitoring

Monitoring means to observe and check the progress of a project over time. This process in extension involves gathering information on project inputs, outputs, impact, effort and complementary activities that are critical to achieving the objectives.

Principles and approaches of monitoring

The principles of monitoring state that the information gathered should be used in decision making. There needs to be constant reference back to a standard or base value to determine if

progress is happening. If there is no baseline to refer to, a pilot project should be done to establish a reference value.

There are different methods you can use to monitor progress, and the method you choose will depend on the type of intervention or project you are implementing. Some methods that may be useful in providing extension services are activity progress reports, statistical analysis of administrative databases and reviewing service provision records.

Monitoring indicators

Input, effect, output and impact are performance indicators that you monitor. They are measurable indicators of progress. Input includes things like time the staff put into a project. Effects are the results of the changes that were made. Output will be things like training days and advisory services delivered by an organisation. Impact refers to the long-term changes that happen as a result of a programme or intervention.

In the field, monitoring indicators might be crop yields or livestock production information that is recorded regularly. Depending on the type of extension programme you have introduced, these indicators might show you that there is more education and training needed for the farmers so they can manage their farming activities more efficiently. It might show you that the changes you implemented are showing an improvement in yields and it is meeting your performance targets you set up in your plan.

The validity, reliability, relevance, sensitivity, specificity, timeliness and cost effectiveness of an indicator will determine how good the indicator is for monitoring progress.

Linking monitoring to outcomes

It is important to know what the expected outcomes and objectives of a programme or intervention are before it is implemented, so that you will know how to monitor its progress.

If you do not know what the targets are, you will not know if there has been progress or not.

In the extension context, if you know the market needs a specific crop yield and you have involved some farmers in contributing to achieving this target, you will need to monitor individual farmer's crop yields to make sure the target is achievable. You will not force a small scale farmer to produce a crop beyond what their land can yield. You will evaluate how many farmers are available to cooperate and each one will then contribute what their land is capable of yielding towards the target yield.



Complete Activity 11.1 in your workbook.

Session 11.2: Evaluation for effective management

Session outcomes

After completing this session, you should be able to:

- Explain the importance of evaluation;
- Identify the steps in evaluation;
- Explain the design of evaluation in extension; and
- List different types of evaluation.

Introduction

In this session, you will learn what the definition of evaluation is and how useful it is to assess how effective the chosen administrative, organisational and supervisory procedures are.

Evaluations are often criticised for not having a sufficient evidence base. This is often because monitoring data is impossible to collect during the evaluation itself. Many evaluations are designed based on the assumption that a reasonable quantity and quality of data is available, only to find that this is not the case.

Meaning and importance of evaluation

Evaluation involves checking the effectiveness of the tools and methods used in an extension programme to bring about change in a community or organisation. It gives a basis for adjusting and improving the extension programme. This process helps the extension agents determine the degree to which they are accomplishing what they set out to do and gives them the opportunity to make a report to the public about their activities or the value of a programme.

Models of extension programme evaluation

There are different models for programme evaluation. Some of the major models are discussed below.

Expert model

This model depends on experts making judgements on the strengths and limitations of a programme based on interviews, document analysis, their own perspectives or standards that are set by stakeholders.

Goal-free model

The main focus of this model is for external evaluators to identify environmental and farming conditions and then to compare the needs identified by the extension programme to what people experience as a result of extension programme implementation. This model is used to identify the needs that the programme has not met and then uses this information to make changes.

Attainment of objectives model

This model assumes that the programme's success depends on achieving the outcomes compared to the original goals and objectives. In this evaluation model, it is important to outline measurable objectives from the beginning and then gather information that will indicate how much progress has been made in meeting these objectives.

Management decision model

This model allows managers to gather the information they need to make decisions. Stakeholder participation is very important in this model because their decisions are influenced by evaluation. One disadvantage of this model is that major stakeholders hold the most decision making power and their decisions are given preference over the views of less powerful stakeholders.

Naturalistic model

This model is valuable in making positive collaborative changes when conflict resolution skills are combined with evaluation. This is because this model assumes that programmes are negotiations between stakeholders and the outcome of evaluation is based on disagreements about objectives, expectations, problems, opportunities, policies, procedures, and suggested changes in methods or activities.

Experimental model

This approach is used to determine if the changes to programme outcomes were caused by programme inputs or from other influences. Evaluating the success of a programme depends on comparing the outcomes of an experimental group (e.g. farmers who received training) to the outcomes of a control group (e.g. farmers who did not receive training). There are some ethical implications with using this model, because it is not ethical to withhold services from people who could benefit from them.

Participatory evaluation model

This model relies on the extensionists and farmers identifying an ongoing major situation that needs to be changed, then to critically reflect on how their own activities might be maintaining the negative situation. After new assumptions and practices are introduced, results are validated or invalidated based on whether a positive change happened when the new approach was adopted.

Designing extension evaluation

Steps in evaluation

You can use the following steps in the evaluation process:

1. Choose an extension project or activity;
2. Find out more about the background of the target clients;
3. Analyse the extension teaching methods;

4. Drawing up an action plan;
5. Determine sample sizes and collect data;
6. Arrange and edit the collected data;
7. Interpret the facts; and
8. Plan how to use the findings to improve the programme or make decisions.

Types of evaluation

Evaluation of extension in the value chain

In the value chain, adding value to products or services means that people will be prepared to pay more for a product or service that they think has benefitted them than one that they felt did not benefit them. Evaluation in the value chain assesses whether the value added is the best value for money or if there are areas that need to be improved to maximise the value of a product or service. Value for money should reflect results that are valued by farmers as users of extension services.

Evaluation accountability in extension

An element of evaluation is reporting the progress of activities of a programme to stakeholders or the public. Receiving feedback or complaints in response to these progress reports ensures that the programme managers will be accountable to the stakeholders. It also adds information that allows programme managers to make changes to improve the programme.

Evaluation of human resources in extension

Employee performance appraisals are a type of evaluation used in human resource management to assess if an employee is adding value to the organisation, if they are entitled to a promotion or increased remuneration for their efforts or if they are underperforming.

Evaluation of extension sustainability and ownership

In donor-funded interventions, sustainability can only be proven to be successful or not sometime after external funding has been discontinued.



Complete Activity 11.2 in your workbook.

Concluding remarks

Monitoring is usually needed for good evaluations. Monitoring in extension involves gathering information on project inputs, outputs, impact, effort and complementary activities that are critical to the achievement of the objectives.

The evaluation process helps extension agents determine the degree to which they are accomplishing what they set out to do and gives them the opportunity to make a report to the public about their activities or the value of a programme.

Value for money should reflect results that are valued by farmers as users of extension services.



Complete the summative assessment in your workbook.



Complete the post-assessment in your workbook.

Glossary

Definitions

Word	Definition
Actor	Stakeholders such as farmers, suppliers or investors.
Accomplishment	What has been achieved.
Agribusiness	Farming for profit and managing farming like a business.
Antivirus	Computer software that protects your files on the computer from attack by programmes that enter the computer system through the Internet and damage the files or steal information.
Articulate	To put into words.
Authority	A superior's right to give an order to their subordinates.
Autocratic organisations	Organisations that have their own management.
Baselines	A situation or value that exist before any changes are implemented.
Beneficial	Resulting in gain or an advantage.
Beneficiary	Anyone who gains something from the programme.
Bilateral agencies	A government agency based in one country that provides aid to people in other countries.

Word	Definition
Catalyst	Causing a change without being directly involved in making the changes.
Collaborative	To work together with different groups or departments.
Constraint diagnosis	Identifying the limitations in extension programmes.
Contingency	A possible future event that cannot be predicted with certainty.
Democratic	Being open to the ideas of others.
Dictate	To give an order that must be obeyed without question.
Diverse	Made up of different farming systems.
Diversity	To have differences in personality, ability, gender, culture etc. in a group.
Dynamic	Always changing.
E-commerce	To buy and sell goods and services using the Internet.
Ethical	Relating to moral principles.
Gender roles	Specific activities that are assigned to a gender based on cultural norms.
Globalisation	When organisations operate on an international scale and start to develop international influence.
Hardcopies	Any document that has been printed on paper.
Harmonious	To work together without conflict.

Word	Definition
Hierarchical structure	Different levels of management within an organisation where each level reports to the one above it.
Horizontal	Moving sideways.
Horticulture	Relating to crop production.
Industrial Revolution	The period in history in Britain where the invention of machines caused a rapid development in industry.
Ineffective	Not giving the result you want.
Information Age	The time period that started when computer based technology was first introduced.
Interpersonal relationships	Your relationship with others in the workplace or in a social setting.
Interrelated factors	All factors are related to each other in some way.
Intervention	A course of action taken to create a positive change.
Iterative	Frequent repetition of actions.
Job satisfaction	To feel happy in the work that you do in an organisation.
Laissez-faire	Being non-interventionist or lax.
Malware	A type of computer software that is designed to damage the computer system.
Multidimensional	Having more than one dimension. Needing to be approached from more than one viewpoint.

Word	Definition
Overbearing	To take over the conversation or activities in a group without being asked to do so.
Participatory approach	An approach where farmers or stakeholders are included in the decision making process.
Peers	Those working on the same level, or in a similar position to you. Your colleagues.
Pluralistic system	An extension system that includes stakeholders from private and public sectors.
Proactive	To create or control a situation.
Procrastination	To put off doing tasks you need to do now until later.
Quantitative data	Information that can be measured.
Qualitative data	Information that cannot be measured but depends on opinion.
Reactive	Response to change.
Recurring	The same transactions happening regularly.
Referent others	People you consider to be in a similar situation, with whom you compare your own situation.
Remuneration	Payment or salary.
Responsive	To react to a situation.

Word	Definition
Restructuring	Changing the way management within an organisation is structured, or changing the way a programme is managed.
Retrenched	A term used to describe termination of employment when an organisation is forced to reduce its staff due to difficult economic conditions. Retrenched employees are offered severance packages when their contract of employment is terminated.
Rigorously	Thoroughly, in a strict way.
Routine	Activities or tasks you do at the same time every day.
Subordinates	Those holding a lower position in the workplace than you do, if you are their manager.
Staff retention	To keep the same employees working in an organisation for a long time.
Staff turnover	A term that describes how often an employee in a specific job is replaced by someone new.
Substantive	Important, serious, or related to facts.
Superiors	Managers or supervisors. Those holding a higher position in the workplace than you do.
System approach	Extension service provision is seen as a whole made up of many different individual parts.
Termination	To end a contract of employment.

Word	Definition
Time lag	A delay in time between activities.
Transaction trends	The pattern of an increase or decrease in sales that is seen for a particular period of time. It is a result of supply and demand interaction.
Vertical	Moving upwards.
Visa	Documentation required by some countries that give you permission to cross their borders and visit, study or work there.

Abbreviations

Abbreviation	Description
ICAR	Indian Council of Agricultural Research
MOA	Ministry of Agriculture
DARE	Department of Agricultural Research and Education
T&V extension system	The Training and Visit extension system
FSRE	Farming systems research and extension
DR&SS	Department of Research and Specialist Services
AGRITEX	Department of Agricultural Technical and Extension Services
BAIF	Bharatiya Agro-Industries Federation

Abbreviation	Description
PRADAN	Professional Assistance for Development Action
SFI	Syngenta Foundation India
KRIBHCO	Krishak Bharati Cooperative Limited
GVT	Gramin Vikas Trust
DFID	Department for International Development
NGOs	Non-governmental organisations
SAA	Sasakawa Africa Association
CEO	Chief Executive Officer
COO	Chief Operating Officer
MD	Managing Director
SAFE	Sasakawa Africa Fund for Extension
HRM	Human resource management
TPS	Transaction Processing Systems
OIS	Operation Information System
DSS	Decision Support Systems
e.g.	For example
etc.	Et cetera

Resources

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Other modules of the New Extensionist modules are:

1. Introduction to the New Extensionist
2. Extension Methods and Tools
- 3. Extension Programme Management**
4. Professional Ethics
5. Adult Education for Behavioural Change
6. Knowledge Management for RAS
7. Facilitation for Development
8. Community Mobilisation
9. Farmer Organisational Development
10. Value Chain Extension
11. Agricultural Entrepreneurship
12. Gender in Extension and Advisory Services
13. Risk Mitigation and Adaptation

Other related modules developed by GFRAS are on:

- Evaluation of Extension Programmes
- Policy Advocacy for RAS