Capacity Building Training Programme

Lesson Plan | Module 3

Module Title:	Organizational Management
Module Learning Objectives	Upon completion of this module, learners should be able to: 1. Understand the different available types of organisational structures 2. Distinguish the best appropriate organisational structure for the CSO 3. Choose and adopt the most appropriate organisational structure to the CSO
Module Duration:	5.4 hours (325 minutes)
Materials/Equipment	▪ Training venue with IT equipment, including laptop and projector ▪ Internet connection ▪ Flipchart and markers ▪ An electronic device (mobile or computer) for each learner (optional) ▪ A notebook and a pen for each learner
Resources/ References	▪ HubSpot. (n.d.). 9 types of organizational structure every company should consider. Retrieved from https://blog.hubspot.com/marketing/team-structure-diagram ▪ Indeed. (n.d.). 10 types of organizational structures for businesses. Retrieved from https://www.indeed.com/career-advice/career-development/types-of-organizational-structures ▪ Investopedia. (n.d.). Organizational structure for companies with examples and benefits. Retrieved from https://www.investopedia.com/terms/o/organizational-structure.asp ▪ Society for Human Resource Management. (n.d.). Understanding organizational structures. Retrieved from https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/understanding-organizational-structures.aspx ▪ Whatfix. (n.d.). 7 types of organizational structures + examples, key elements. Retrieved from https://whatfix.com/blog/organizational-structure/

	Zahra, S. A., & Covin, J. G. (1991). Academy of Management Journal, 34(2), 404-437. Effect of competition on the structure of top management control.
	Otley, D. (1989). The British Accounting Review: Emerging themes in management control: A review of recent literature.

Unit 1	Setting operational structures & policies				
	Learning Activities	**Duration**	**Training methods**	**Materials**	**Handouts and Activity sheets**
	Icebreaking activity: One Word Game *Steps* Invite learners to participate in the One Word icebreaker in order to help them get into the topic mind set. Share that the topic of the meeting is "Structure". Learners should then go around the room and share one word they associate with the word s "structure".	5 min	▪ Icebreaking activity	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 1)
	Introduction to Module 3: Organisational Management The facilitator will introduce the learners to the topics of the 4 units to follow.	5 min	▪ Presentation	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 1)
	Video & Discussion *Steps* ▪ Watch the video. ▪ Engage learners in discussion based on the contents of the video.	20 min	▪ Video ▪ Presentation ▪ Discussion	▪ Internet Connection ▪ Projector	Worksheet 1 (Module 3_Worksheet 1_Unit 1)

	Learning Activities	Duration	Training methods	Materials	Handouts and Activity sheets
	▪ Continue going over the slides on defining organisational structures.				
	CSO Organisational Structures *Steps* ▪ Begin by asking learners to share out any types of organisational structures they are familiar with. ▪ Proceed with going over the slides on the different types of organisational structures. ▪ When going over the different types, encourage learners to connect the different types with any different CSOs they might be aware of.	20 min	▪ Presentation ▪ Discussion ▪ Brainstorming	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 1)
	Worksheet Activity: Setting operational structures & policies ▪ The facilitator hands out the worksheet to the learners and allows 10 minutes for them to complete it. ▪ Participants are allowed to use the material delivered in the module as well as their mobile phones.	15 min	▪ Worksheet ▪ Group Work	▪ Internet Connection ▪ Projector ▪ Pen and handout	Worksheet 1 (Module 3_Worksheet 2_Unit 1)
Unit 2	**Controlling and Organising**				
	Learning Activities	**Duration**	**Training methods**	**Materials**	**Handouts and Activity sheets**
	Icebreaking activity: Common Ground Ask learners to get into groups of 4 or 5. In their groups, they should engage in discussion in order to identify 6 things they have in common. All groups share out in the end.	10 min	▪ Icebreaker	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 2)
	Overview Go over the learning objectives of the module.	5 min	▪ Presentation	▪ Internet Connection	PPT Presentation

				▪ Projector	(PPT_Module 3_ Unit 2)
	Defining Controlling Structures ▪ Watch the video on organizational structures. Then engage learners in a group conversation utilizing the questions on the slide. ▪ Go over the slides that define controlling structures.	15 min	▪ Presentation ▪ Discussion ▪ Video	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 2)
	The Organising Process ▪ Present and briefly explain the steps in organising process or the steps in organisation as a process ▪ Ask learners to reflect on why such controlling structures might be essential in the functioning of a CSO ▪ Introduce learners to a number of tools that ought to be utilized in order to meet the goal of coordination	10 min	▪ Presentation ▪ Discussion ▪ Brainstorming	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 2)
	The Organising Process ▪ Present the process of 'coordination' as an essential aspect of controlling structures. ▪ Ask learners to reflect on why such controlling structures might be essential in the functioning of a CSO	10 min	▪ Presentation ▪ Discussion	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 2)
	Examples of Controlling Structures ▪ Present the set of controlling structures that can be employed by an NGO ▪ Ask learners to briefly reflect on and share the potential advantages and disadvantages of each controlling structure	15 min	▪ Presentation ▪ Discussion	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 2)

	Learning Activities	Duration	Training methods	Materials	Handouts and Activity sheets
	Examples of Organising Structures Present the set of organising structures that can be employed by an NGO	10 min	▪ Presentation	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 2)
	Benefits and Best Practices of Controlling and Organising Structures ▪ Briefly touch upon the benefits of incorporating controlling and organizing structures within CSO processes ▪ Present a set of key practices for when incorporating these mechanisms ▪ Discuss with the learners how the utilization of these best practices ought to minimize any potential risks.	10 minutes	▪ Presentation ▪ Discussion	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 2)
	Worksheet: Controlling and Organising The facilitator hands out the worksheet to the learners and allows 10 minutes for them to complete it. Participants are allowed to use the material delivered in the module as well as their mobile phones.	10 minutes	▪ Presentation ▪ Discussion ▪ Group Discussion	▪ Internet Connection ▪ Projector ▪ Worksheets ▪ Phones or laptops	Worksheet 1 (Module 3_Worksheet 1_Unit 2)
Unit 3	**Effective Management – Leadership**				
	Learning Activities	**Duration**	**Training methods**	**Materials**	**Handouts and Activity sheets**

1	**Icebreaking activity: Would you rather:** Invite learners to sit in a circle. The facilitator should start the going around the group and asking each person a "Would You Rather" question. A few "Would You Rather" questions to consider within the learners in the group: ▪ Would you rather only have summer or winter for the rest of your life? ▪ Would you rather go on a hike or see a movie? ▪ Would you rather never use social media sites and apps again, or never watch another movie or TV show? ▪ Would you rather have a horrible short-term memory or a horrible long-term memory?	10 min	▪ Icebreaker	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 3)
	Overview Go over the learning objectives of the module.	5 min	▪ Presentation	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 3)
2	**Defining the Effective Management - Leadership of a CSO** ▪ Ask learners to define in their own words what "leadership" is. You can go around the room and/or write up the answers on a whiteboard/flip board. ▪ Watch the video on the Board of Directors or Governors of a CSO. ▪ Engage learners in a discussion on similarities or differences between the original brainstorm and the contents of the video.	15 min	▪ Presentation ▪ Discussion ▪ Brainstorming	▪ Internet Connection ▪ Projector ▪ Flipboard/Whit eboard & Marker	PPT Presentation (PPT_Module 3_ Unit 3)

	Learning Activities	Duration	Training methods	Materials	Handouts and Activity sheets
3	**Board of Directors or Governors** ▪ Introduce learners to the Board of Directors concept by explaining the differences between a CSO Board of Directors and a Corporate Board of Directors ▪ Explain to the learners the significance of introducing a Board of Directors within a CSO.	10 min	▪ Presentation ▪ Discussion ▪ Brainstorming	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 3)
4	**Make Up of Board of Directors or Governors** Go over the rest of slides on Board of Directors or Governors make-up, actions and corporate governance, tips for ensuring an effective Board and the ethical elements that should be taken into account.	25 min	▪ Presentation	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 3)
7	**Tips for an Effective Board of Directors** Ask learners to add or share any other tips they might consider valuable and discuss as a large group.	10 min	▪ Discussion	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 3)
8	**Worksheet Activity: Effective Management and Leadership** The facilitator hands out the worksheet to the learners and allows 10 minutes for them to complete it. Participants are allowed to use the material delivered in the module as well as their mobile phones.	10 min	▪ Worksheet	▪ Internet Connection ▪ Personal Devices ▪ Projector ▪ Worksheets	Worksheet 1 (Module 3_Worksheet 1_Unit 3)
Unit 4:	**Monitoring, Evaluation & Learning**				
	Learning Activities	**Duration**	**Training methods**	**Materials**	**Handouts and Activity sheets**
	Energizer: Countdown	5 min	▪ Icebreaker	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 4)

	Explain to learners that the goal of the activity is to count down from 20 to 1 as a group. Each number can only be said once and the countdown must be consecutive.				
	Overview Go over the learning objectives of the module.	5 min	▪ Presentation	▪ Internet Connection ▪ Projector	(PPT_Module 3_ Unit 4)
	Introduction to Monitoring, Evaluation & Learning Watch the introductory video on Monitoring, Evaluation and Training. Leave space if learners want to make any comments.	5 min	▪ Presentation ▪ Discussion ▪ Video	▪ Internet Connection ▪ Projector	(PPT_Module 3_ Unit 4)
	Monitoring, Evaluation & Learning System ▪ Introduce learners to the concept of Monitoring, Evaluation and Training and the distinct characteristics of each process ▪ Present to the learners the five phases which characterize the Monitoring, Evaluation and Training system. Allow space for questions and thoughts ▪ Explain to the learners the significance and centrality of collaboration, participation and inclusion in implementing an effective Monitoring, Evaluation and Training system.	20 min	▪ Presentation ▪ Discussion	▪ Internet Connection ▪ Projector	(PPT_Module 3_ Unit 4)
	Benefits of a Monitoring, Evaluation & Learning System ▪ Ask learners to brainstorm on the potential benefits in utilizing a Monitoring, Evaluation and Training system. You may jot down their answers on a whiteboard or a flip board. ▪ Then present the benefits in utilizing a Monitoring, Evaluation and Training system	10 min	▪ Presentation ▪ Discussion ▪ Brainstorming	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 4)

	Cost of a Monitoring, Evaluation & Learning System ▪ Introduce the element of cost in implementing a Monitoring, Evaluation and Training system ▪ Present the different ways a Monitoring, Evaluation and Training system can be costly ▪ Highlight the long term viability in investing in a Monitoring, Evaluation and Training system	10 min	▪ Presentation ▪ Discussion	▪ Internet Connection ▪ Projector	PPT Presentation (PPT_Module 3_ Unit 4)
	Worksheet Activity: Monitoring Evaluation and Learning The facilitator hands out the worksheet to the learners and allows 10 minutes for them to complete it. Participants are allowed to use the material delivered in the module as well as their mobile phones.	10 min	▪ Worksheet	▪ Internet Connection ▪ Personal Devices ▪ Projector ▪ Worksheets	Worksheet 1 (Module 3_Worksheet 1_Unit 4)
Module Assessment Exercise					
Assessment duration: 15 minutes					

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