SECTION IV

Sustainability

If you think you are too small to make a difference, try sleeping in a closed room with a mosquito.

African proverb

1. Build the Capacity of Implementing Organizations

Increasingly, large donors require that international partners such as Family Health International build the capacity of local implementing organizations so they can function without relying on external technical support and resources. Most local organizations want to develop their strengths for the same reasons; moreover, they want to grow in influence, maximize the quality of their work, and feel confident that they will be able to keep functioning until their mission is fulfilled. They also realize that money and technology alone are not enough to solve the problems they face, and they recognize that they must build their own ability to identify and respond to needs in their own communities.

Capacity building thus refers to a range of activities by which individuals, groups, and organizations improve their knowledge, skills, and ability to provide quality services, function effectively and efficiently, and achieve sustainability in their work. These activities draw on the organizations' own strengths and internal resources, as well as on the strengths, technical assistance, and resources of others in the community and beyond, such as FHI and other partner-organizations. A successful capacity-building process involves broad participation by all stakeholders in the organization to increase motivation, commitment, skills, knowledge, and confidence; achieve goals; and enhance the ability to manage work challenges and adapt to change.

Capacity building promotes and sustains the programs and activities of an organization or community group. It starts with the desire to improve the effectiveness, quality, or efficiency of the work the organization or group is undertaking. Partners like FHI can try to stimulate this desire, but the organization or group must own it. For capacity building to succeed, groups and organizations must want to learn what they can do to bring about these improvements.

Once underway, capacity building employs a variety of methods to strengthen skills, establish internal organizational systems, improve infrastructure, and increase the ability of people within the organization or group to identify their goals and objectives and then achieve them. Training is a particular set of methodologies, one that uses teaching, apprenticeship, one-on-one coaching, peer-learning, and specific print and electronic media to foster the acquisition of knowledge, skills, and competencies. Other methods include guided implementation (where people are closely advised or mentored); exchange programs

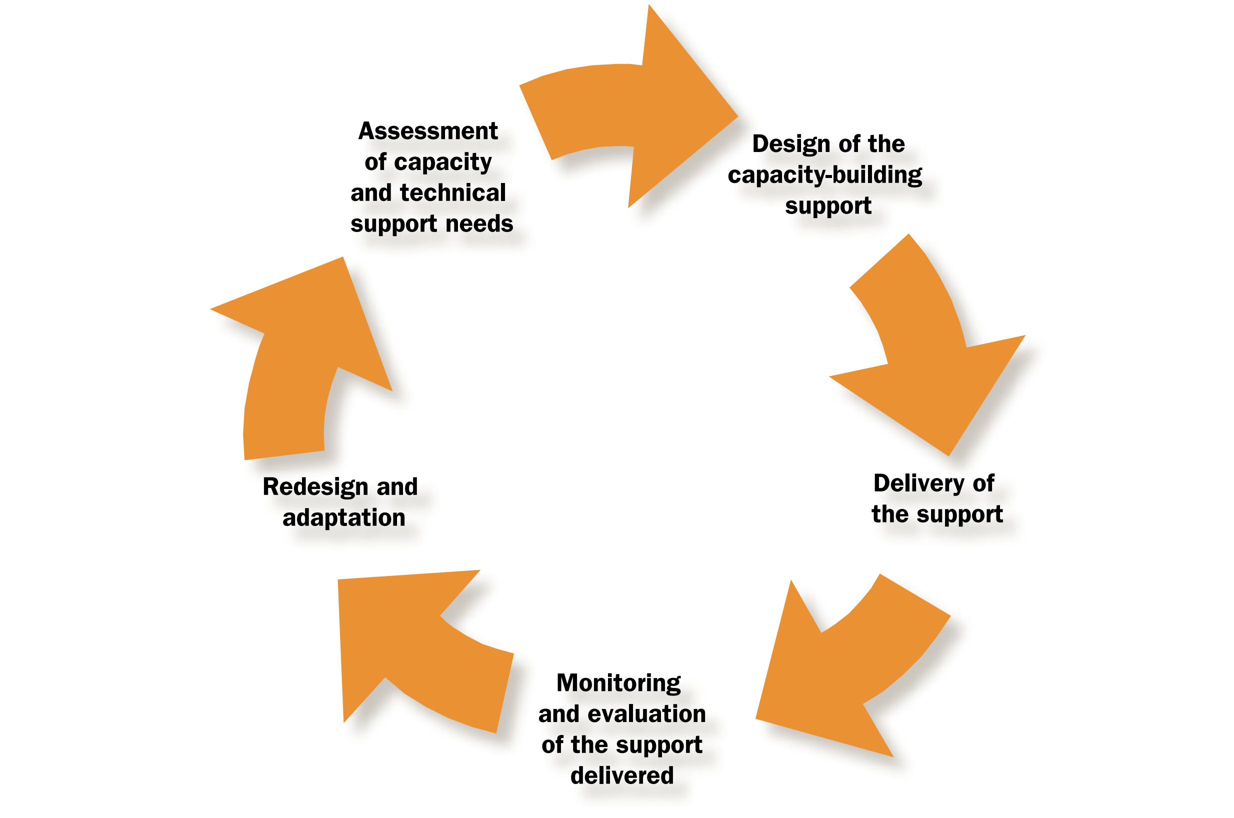
(where key people visit another organization to see how it addresses challenges); and job aids (where small booklets, templates, cell-phone reminders, and other support materials are used to guide the day-to-day work).

Through the provision of training and other learning opportunities, capacity building strengthens an organization's staff and volunteers and provides opportunities for their knowledge, skills, and attitudes to develop and grow. As their competence grows, the expectation is that the children, youth, and families they assist will receive better and more holistic services.

For local organizations engaged in caring for vulnerable children and families, capacity building can

- add value to staff and volunteers; increase their motivation, productivity, and commitment; and improve individual, team, and organizational performance
- ensure that staff and volunteers who take on new roles become fully competent as soon as possible and help them become up-to-date with new technology, systems, and methods of practice
- maximize local involvement and ownership of the organization's work in the community

FIG. 10. THE CAPACITY-BUILDING PROCESS



- enhance the quality of care, responsiveness, and range of services available for children, youth, and their families
- help to apply new policies and best practices in relation to the prevention, treatment, and care of HIV and AIDS and other diseases or to other social concerns.
- provide knowledge, tools, and techniques that enable an organization to rely on itself, rather than on outside organizations for ongoing guidance and support

Capacity building is a cyclical process (fig. 10). It starts with an assessment of an organization or group's current capacity or strengths and then determines what gaps need to be filled (II, chapter 4). Once the key people involved agree on an approach to fill those gaps, they may designate certain staff and volunteers whose personal capacity—that is, whose own knowledge and skills—should be increased to best help the organization meet its goals. Other approaches may involve developing new organizational policies and procedures, establishing stronger linkages with other local organizations and community groups, and listening to the voices of children.

Assessing capacity and technical support needs

To know where you are going, you must first know where you are. Capacity building usually begins when an organization's leadership undertakes an assessment to identify the type of capacity building needed to meet current demands and improve the organization's functioning. Alternatively, the organization may undertake a bottom-up approach, in which staff and volunteers identify key learning needs for themselves that fit within the organization's priorities. In both situations, the needs and interest in capacity building must be matched with opportunities that arise for additional learning, in conjunction with available resources. A combination of both approaches is also possible.

Designing and delivering capacity building

Once capacity-building needs have been identified and priorities set, various implementation options are available. These include distance learning over the internet, study groups within the organization, shared learning with other organizations, mentoring by more experienced staff or technical advisors, and exchange visits to other organizations doing similar work.

Many organizations have relied disproportionately on training workshops, but one of the problems is that the learning often ends when the workshop is over, and what gets implemented in the field (if anything) is a watered-down version of what was taught. Workshops can also be very expensive, especially when transport, accommodation, and facilitation fees are taken into account.

As in other areas, you should begin with a planning process that lays out the capacity-building activities that should take place during a particular time span—usually one year. The choice of activities should be based on the desired learning objectives, on the methods you want to use, and on the availability of the people—staff or volunteers—who you want to involve. You also need to consider logistical issues related to timing, costs, and location. Often, two or more organizations can join forces to access training or skills-building activities, thereby saving money and strengthening inter-organizational bonds upon which future cooperative ventures may be established.

After your organization's decision-makers and/or donors approve your capacity-building plan, the next step is to implement it, preferably with attention given to issues deemed the most urgent. Be aware, however, that unanticipated needs and new opportunities for capacity building often arise mid-year. Be sure to look around for short courses and other training opportunities in the community that are offered by other organizations in which you and other members of your organization could participate.

Sometimes capacity building leads to unexpected outcomes, such as new staff policies and procedures; new computer software or new programmatic emphases; changes relating to service delivery, communications, or accountability; or even staff restructuring. Thus, organizations involved in capacity building should commit themselves to remaining flexible and open to new ideas, engaging in a constant process of learning and sharing and involving as many people as possible.

Monitoring, evaluation, redesign, and adaptation

Outcomes of capacity-building activities must be evaluated immediately after they occur as well as some months later. Questions to be asked during an ongoing M&E process should include the following:

- Do staff remember what they learned through the capacity-building activity?
- Are staff implementing this learning by applying new skills and procedures?
- What difference is this making to the children and families who are targeted?
- Are there additional issues or unanswered questions that require additional capacity building?

Inevitably, the need for learning is ongoing, and one cycle of capacity building leads to another. New issues are selected for support, and recently acquired skills and knowledge are adapted to other areas or the organization.

How NGOs can conduct capacity building and training

There are many ways to conduct training and capacity building. Not all of them cost a lot of money or require large chunks of time away from the job.

Here are some creative methods you can consider:

- Collaborate with other NGOs to share training. For example, your organization might offer training on basic counseling techniques with children and another organization might offer training on financial management or monitoring and evaluation.
- Structure peer learning and/or learning opportunities at lunchtime. Staff can take turns reading articles, newsletters, and book chapters and then report on what they learn.
- Arrange to visit other organizations doing similar work. Ask about lessons learned and how they could be applied to your work. To maximize the impact, always debrief.
- Bring in local guest speakers from stakeholder groups and line ministries, show topical films, or take an online course.
- Assign a junior staff member or volunteer to be coached by someone who is more experienced in the same job.
- Work in small teams so different skills can be brought together.
- After the training, build in a practical component with some supervision and evaluate the skills learned.

When capacity building involves training

People learn differently: some prefer listening and others prefer reading. Generally, however, the best approach during capacity building activities is to combine auditory and visual techniques and apply them experientially, via a field assignment or internship—or, if that is not possible, through an experiential exercise or role-play.

People learn most effectively when they can see that what they learn is valuable. It is thus important to make the content of the capacity-building training as practical as possible and prove to participants that they can benefit from it. The training also needs to articulate clear goals that participants share. As with all planning and implementation cycles discussed in this manual, training follows a similar pattern. The training is designed, prepared for, conducted, and evaluated. The evaluation should involve a pre- and post-test, as well as a follow-up six months or a year after to determine the value of the training and whether some reinforcement or a short refresher is needed.

Start by finding out what potential participants already know and build from there, connecting new knowledge and skills to the body of knowledge that already exists. It is helpful if participants can relate to the learning in a personal way and if it resonates in their own lives.

Learning is also most effective when participants feel respected and listened to and when their knowledge is valued and drawn upon. Trainers or facilitators should give direct and frequent feedback—especially positive feedback, where applicable—and participants should be given a say in how teaching and learning happen. At all times, trainers and facilitators must be sensitive to the differences in the culture and experiences of participants. They should also allow time for reflection, and they should summarize what was learned.

Training on children's issues

When training on topics related to the care and support of children, it is always helpful to build on participants' existing knowledge and past experiences. Our own life-stories may not be the same as those of the children who our programs serve, but we can still relate at some fundamental level to many feelings and challenges that vulnerable young people face today and remember the joy, frustrations, and feelings of powerlessness that come with being a child. Many participants are also parents, and this gives them another set of useful experiences upon which to draw. Aim to touch the child within each adult during role-plays and other training exercises. Field visits and film clips of real-life situations help to crystallize lessons learned during training. If it is possible to have children or youth participate in part or all of the training and willingly share their own experiences, this often provides the most powerful part of the learning experience (I, chapter 5).

Preparations for a training workshop

Needs and objectives (that is, desired results) must be identified for the training as part of your planning, along with the selection of a training environment that has the right atmosphere for learning. For example, training on child abuse may arouse strong feelings and painful memories, whether from participants' own lives or their professional work. You thus need to integrate opportunities for personal reflection and for peer support or counseling, and you need to ensure the venue is conducive to these activities.

Good training often includes both a classroom component—a workshop where participants gain information, discuss issues, and participate in small-group exercises and possibly some field trips—and a practical component. During the practical component, participants are urged to implement what they have learned via an assignment or internship (perhaps by being attached to another program or coached by a more senior practitioner). They then report, either in writing or orally, on their experiences and lessons learned. To maximize learning, the schedule and logistics must be prepared ahead of time, along with the training outline or curriculum.

Trainers and translators

If training lasts more than one day, it is good to have two or more trainers—for variety's sake and to help everyone stay energetic and upbeat. At least one trainer should have a strong content-knowledge and at least one should have direct experience and knowledge of how your organization works in the field. If you are using several trainers or translators, come to an agreement ahead of time on who does what, when, and how. You need to assign specific tasks, and you need to discuss communication issues and how to deal with any difficulties that may arise.

Trainers need to present their information clearly and use a variety of methods. They must encourage active learning by involving participants in experiential exercises, role-plays, break-out groups, inclusive discussions, and educational games. Where people are shy about speaking in large groups or are not very comfortable with the main language of instruction, small-group work helps maximize everyone's participation and active learning. Attractive PowerPoint slides can supplement a trainer's presentation, but these should never substitute for active discussion or participant involvement. A back-up plan is always needed for electricity outages and equipment failures, as technical glitches have a habit of happening at the most inopportune moments.

Trainers need to check frequently to make sure that participants understand the content being presented. They also need to encourage participants to reflect on what they are taught and on how they can apply it to their work. When questions arise, trainers are not expected to have all the answers; they may need to call on specialists for help or get back to the participants after the training is over.

Trainers must model good listening skills and allow time for participants to share information and ask questions. During discussion and feedback sessions, trainers should ensure equal input from both genders and that views expressed span all ethnic and age groups. Trainers who are not locally based should also try to find out from local staff and translators what is and is not culturally acceptable during the training process and in relation to the issues under discussion.

Good translators are often an essential part of a successful training. They need to be culturally sensitive as well as language-sensitive: they should know when a literal translation may not be properly understood or, worse, be heard as offensive. To keep things lively, try to involve more than one translator. Breakout groups can be language-specific, unless you intentionally want to mix people from different regions or ethnic groups. If possible, communicate with translators beforehand to make sure that they have been briefed properly and are familiar with the content of the training. If necessary, translate all handouts ahead of time. When making up the schedule, you need to remember that activities always take longer if everyone in the group does not share the same language.

A conducive and accessible environment

The choice of venue is very important, since people learn more easily when they are comfortable. Consider all aspects, including childcare arrangements, how long it might take participants to travel to and from the venue, whether an urban or rural setting is preferable, and whether the venue easily facilitates built-in breaks that enhance the absorption of new information. Set up training areas to maximize participation by having participants sit in a horseshoe or a circle and face each other and the trainer.

Take account of cultural and religious festivals and holidays when you choose training dates. And think about accessibility issues. Investigate whether participants (or trainers) have any hearing, visual, or mobility impairments and make arrangements for hearing loops, large-print handouts, or other kinds of accommodations that will make the training sessions accessible to all.

The internet and video-conferencing have enabled many training programs and refresher courses to become "virtual." Keep in mind that all participants don't have to be in the same place for a session to occur.

The training agenda

A training schedule should have a detailed outline. The agenda should be provided to participants before the training, if possible, again on the first day, and reviewed with participants to ensure that topics meet their needs and expectations.

Keep the training practical—for example, by focusing on skills and competencies that participants can apply in their communities and that will improve the quality of life of vulnerable children and youth. Rather than giving lots of information that will be difficult to remember, focus on key concepts and methodologies, building on participants' own personal experiences and backgrounds.

> **Instead of constantly adapting to change, why not change to be adaptive?**
>
> Merrelyn Emery

Take into account that some people might not be familiar with certain modes of learning and that it will take time to explain the training process and methods. Use ice-breakers and warm-up exercises to get participants into the right mood; incorporate energizing exercises to keep them alert and interested throughout.

Participants should be asked early on the first day about their personal goals for the training. They should also be asked to suggest ground rules they think should be established. Make sure that these rules address punctuality and attendance, mutual respect, use of cellphones, and confidentiality. Distribute short evaluations at the end of every day, as well as pre-and post-test evaluations before and after the entire workshop. The responses provided will help to keep the training relevant and at appropriate levels for participants.

As issues or questions that can't be answered come up during the training, put them in a "parking lot" and try to get back to them. If you can't address them before the end of the training, make a plan for follow-up, perhaps during a refresher-session or a subsequent training.

Applying what is learned

If not applied soon after, a lot of what is learned may get lost. Those applying this new learning in practical ways—whether they are interns, volunteers, or staff members—should be closely supervised. The supervision might involve written assignments, onsite observation, or debriefing. Exchange visits could be also arranged to facilitate peer-learning and feedback.

To demonstrate that the theoretical and practical parts of the training are equally important, you can withhold your end-of-training certificate until both components are completed. After the training is over, follow-up refresher sessions can be held to address questions, concerns, and inconsistencies that emerge during the practical application. Sometimes these sessions are conducted in conjunction with group-supervision meetings that reinforce the training's key points and offer updates.

Training evaluation

The training must be evaluated to see how effective it is. There are three types of evaluations: 1) pre- and post-tests to measure changes in knowledge and attitude; 2) ongoing evaluations during the course of the training (for example, at the end of every day) that allow mid-course adjustments to be made, if needed; and 3) a follow-up evaluation at the end of the training or possibly six months or a year later that provides a sense of how the training will affect (or has started to affect) practice in the field.

For an evaluation questionnaire, it is best to use a combination of open-ended questions and questions that ask participants to rate their answers on a numerical scale—perhaps in a 1-to-5 range or a range of 1 to 10. Your ongoing evaluation may be short; it essentially asks participants to review what they learned during the day and relate what is still not clear to them.

To measure how much knowledge has been acquired and attitude shifts (such as a shift related to gender stereotyping), use the same questionnaire at the beginning and at end of the training and ask participants to fill it in anonymously. You may also ask about their level of confidence in relation to the knowledge and skills addressed in the training, comparing the first day to the last (using a rating scale of 1 to 5 or 1 to 10). These evaluations are your pre- and post-tests.

As you draft questions for a follow-up evaluation at the end of a training or 6 to 12 months later, you may want to draw on the following list. Be sure to add other questions that relate specifically to your work, its setting, and the areas you address.

Immediately after the training:

- What went well? (You may choose to list the training topics or presentations and ask participants to rate their assessment on a scale of 1 to 5 or 1 to 10.)
- What could have been done differently or better?
- How effective were the trainers, rated on a scale of 1 to 5 or 1 to 10?
- Were training materials relevant to your work? What was most relevant?
- Were any further training needs identified?
- Was the training inclusive? Did it involve a good mix or participants and allow everyone to participate in a meaningful way? If not, why not?

- Were the environment and facilities satisfactory (venue location, comfort, and refreshments)?

Some time later or immediately after the training:

- What do you feel you learned from the training that is still useful to you?
- How have you applied or will you apply the learning?
- Did you acquire different knowledge, attitudes, and skills in relation to your work? (List areas of potential impact or ask for specific examples.)
- How well did the training achieve its aims and objectives, using a rating scale of 1 to 5 or 1 to 10?

A follow-up evaluation can also be conducted six months or a year later with beneficiaries or with community stakeholders. They can be asked to identify any changes or improvements they observed that are related to the issues covered by the training.

Training new staff, community caregivers, and volunteers

New staff and volunteers must have basic competency in working with vulnerable children and youth. When home visits constitute the core for all the other services (as in the Star Model, III, chapter 3), it is advisable that all childcare workers and volunteers be first trained in home visitation and communication skills. Knowledge of the assessment and referral process is also critical, since it enables staff and volunteers to develop a care plan and connect the child or family members to needed services in the community. Training of new staff and volunteers also involves mentoring wherever possible, pairing them up with others doing similar work who have a lot of experience.

In short, every person who makes a home visit needs to master basic care management, develop support skills, make good referrals, follow up with clients, and maintain up-to-date client records. To fill knowledge gaps, staff and volunteers need to ask questions of each other and refer to other resources in the community so that all areas of need can be addressed in accordance with national standards and quality improvement principles (III, chapter 5).

If the country where you are working has established national standards for the care and support of vulnerable children (III, chapter 5), your training program for community health workers should follow these guidelines and make use of any pre-approved curricula. This will ensure that local staff and volunteers achieve nationally recognized competencies.

Specialized skills may be learned by only a few (III, chapter 3), but some staff and volunteers may begin to specialize after they have finished their core training. They may be trained in such topics home-based healthcare, entrepreneurship and household economic strengthening, psychosocial support, early childhood education, nutrition and gardening, reproductive health, and disease prevention (appendix 7). Most of these focus areas are addressed in this manual. Staff and volunteers should master one or more, and supervisor-specialists should be trained in several areas.

Recommended readings and toolkits

- R.M. Cook, ***Starting from Strengths: Community Care for Orphaned Children in Malawi: A Training Manual Supporting the Community Care of Vulnerable Orphans***, 1998.
A detailed and practical training manual produced through the Starting from Strengths project in Malawi. www.ovcsupport.net/graphics/OVC/documents/0000053e01.pdf

- Uganda Ministry of Gender, Labour and Social Development, ***Integrated Care for Orphans & Other Vulnerable Children: A Toolkit for Community Service Providers***, 2006, pp. 115–121.
A first-class document by the Ugandan government. www.worlded.org/docs/Publications/training/integrated_care_for_ovc_toolkit.pdf

- Carol Vita and Cory Fleming, ***Building Capacity in Non-Profit Organizations***, 2001.
This document examines capacity building as it relates to the overall quality of life in the communities that nonprofit organizations serve. www.urban.org/UploadedPDF/building_capacity.PDF

- In addition, check out the websites listed in appendix 1, especially www.aidsalliance.org; www.aidscompetence.org; www.eldis.org; www.networklearning.org; www.stratshope.org; and www.youthwg.org.

2. Manage and Mobilize Local Support

Often, small organizations that may be providing excellent service are a one-man or a one-woman show. Everything hangs on what that one person does, and administrative procedures (so to speak) operate out of that person's back pocket. But what happens if that person can no longer perform these duties, or if he or she is accused of wrongdoing?

Large organizations are no less vulnerable to these threats, and financial mismanagement and interpersonal conflicts are major causes of failure among NGOs. Without proper checks and balances, documentation, and good teamwork, there can be no accountability and long-term continuity.

The local resources of your organization—financial, human, and physical—are the inputs that make your programs possible. Inputs also include in-kind resources, such as donated office space, volunteer time, seconded staff, or partner participation at board meetings. Your most important resource is likely to be the people with whom you work—staff, volunteers, and community stakeholders—whose level of skill and commitment can make or break even the best-designed programs.

When you engage in resource mobilization, you pull together the resources you need for your program. The process may be simple or complicated. The resources in question include your organization's own financial resources and its external support from donors; exchange programs you have with partner organizations (for example, for training); self-generated income (from, say, a fundraising activity or a community garden); and your in-kind resources. Resources also include community contacts that can facilitate your organization's outreach, communication, networking, and advocacy. Above all, your most precious resources are your people—staff, board members, volunteers, beneficiaries, local stakeholders, and community leaders. Find out why these people are involved and what you can do to strengthen their self-sufficiency, involvement, and contributions to others. It's often not money that they seek, but recognition and the feeling that they are valued. Many also seek training and input into some of the organization's decision-making.

When spider webs unite, they can catch a lion.

Ethiopian proverb

Good resource management and resource mobilization will allow you to

- conduct your program activities as planned
- maximize sound management and the effective allocation of resources
- promote collaboration and communication among all stakeholders and partners
- empower local communities and groups to become proactive in meeting their own needs
- strengthen partner capacity and support new ideas

The most important components in these endeavors are financial management, volunteer recruitment and support, collaboration, and advocacy.

Financial management

Initially, you may have considered finance and administration issues to be somewhat removed from direct provision of services to children and their families. But the bottom line is that everything else depends on dealing effectively with finance and administration. Managers cannot afford to overlook these areas, even if they are outside their expertise. All organizational and program leaders should know something about the finances and budgets for which they are responsible.

Financial mobilization and financial management encompass all processes that govern accessing, recording, and using funds. This includes (but is not limited to) policies and procedures on fund-raising, budgeting and the allocation of income, the crediting and debiting of accounts, regular financial reporting, and regulations governing the use of an organization's property. Additionally, financial management includes processes to ensure that funds are used for their intended purpose and in accordance with donor expectations. If funds accumulate over time, the management of a cash and investment portfolio must be added to the list.

Good financial mobilization and management generally calls for people with specialized training. If you need information on how to establish internal organizational policies and procedures on financial matters, check out the free resources offered by Management Accounting for Non-Governmental Organizations at www.mango.org.uk. International donors and international NGOs such as FHI also have sample manuals that you can adapt to your own situation. Before asking your organization's board of trustees to approve your new policies and procedures, it is a good idea to request a legal review to ensure they comply with in-country laws and practices.

A financial mobilization and management strategy

The creation of a financial mobilization and management strategy should be the first step. (The pattern you should follow should be quite clear by now. You always begin a new set of administrative or community-based activities with a planning process.) The strategy includes the following steps:

- identifying potential sources of funds
- actively soliciting opportunities and pledges for support and following up on these pledges
- properly depositing and/or investing funds
- accurately recording all transactions and any restrictions on their use

These processes are usually reinforced by legal agreements and the legally binding policies and procedures adopted by your organization.

Financial administrative systems

All organizations need to establish proper administrative and financial systems to ensure that they achieve their goals and objectives effectively and efficiently in the short term and, in the long term, that they develop sustainable programs. Strengths and weaknesses in these areas should come to light when you undertake an initial organizational assessment (II, chapter 4).

Your financial responsibilities include ensuring your program's strategic aims, objectives, and activities are properly reflected in your organization's budget. If you make a grant to another organization, you must ensure that your grant agreement includes detailed budget and reporting requirements. You must also ensure that all donor requirements are met, resources are used effectively and efficiently in accordance with the budget, and nothing is misused. As program manager, you must also ensure that roles and responsibilities are clearly allocated for all implementation tasks and a clear framework is in place for day-to-day management.

If you don't feel well trained in these issues, you should work with someone who has an accounting or administrative background. At all times, however, you should rigorously maintain oversight on your program's finances—a task you share with your organization's senior management and board of trustees. Resources that can help you to perform these duties are available at www.mango.org.uk; www.aidsalliance.org; www.networklearning.org; and other websites listed in appendix 1.

Fundraising for small programs

Eventually, any discussion about program planning and implementation comes down to raising funds. Even the most competent, highly motivated, and self-reliant organization or group serving vulnerable children and youth needs some financial resources and outside support to meet its goals. In-kind support may help, such as free office space, the work of unpaid volunteers, and donated transportation.

Small-scale support can come via exchanges with other organizations, through household-based, income-generating activities and from community savings clubs. Before embarking on these kinds of activities, it may be wise to establish a fundraising committee and develop a fundraising strategy to guide the effort.

You can also explore community-based, income-generating projects (such as the sale of food from a community garden), but undertake them only after a feasibility and market study, and after agreement is reached on a set of rules that state who does what and how much of any profit will be used for the program. Perhaps most importantly, you need to involve someone who is trustworthy and can manage the finances and account books.[1]

Sometimes, however, there is no alternative to raising some cash for an organization or program, and this is frequently a job in itself that may include organizing community fundraisers and soliciting donations and sponsorships, including from local businessmen, board members, and well-wishers. Raising funds can also entail online and community networking and writing proposals for small, one-time grants.

Grant-making

International organizations such as FHI often function as a conduit for funding provided by large bilateral or multilateral donors to relatively small NGOs who are in-country implementing partners. In this arrangement, FHI identifies the organizations to develop and/or implement community-level services, then provides them with support and technical assistance so they can function as well and independently as possible. The grants can vary considerably in size, duration, restrictions, and requirements. Sometimes the contracted organizations make subgrants to smaller community-based groups, perhaps a church organization or an early childhood development center.

Grant-making requires a lot of monitoring and follow-up to ensure that implementing partners receive timely technical assistance and the money they need. Monitoring and follow-up are also required to ensure that the funds that are allocated actually reach communities and are used in accordance with approved budgets and agreements. All financial and work arrangements must be handled transparently, based on agreed-upon criteria and processes.

It is essential that organizations receiving funds are accountable to communities, other partners, and donors. Usually, recipient organizations must report monthly on what they received and how they spent it, in line with their budgets. They also need to provide, either monthly or quarterly, back-up documentation, receipts, and statistical and narrative information about their programs. Donors usually have strict rules about grant-making (including sub-grants), and these must be followed carefully.

Volunteer recruitment and support

Many programs working with vulnerable children and youth rely heavily on the support of community-based volunteers—people who know their communities well and are personally committed to the care and support of children and their families. Sometimes called home-based care givers, community health outreach workers, or a similar term, most of these volunteers are unpaid. They may be provided with bicycles and some other small incentive, or they may be reimbursed for transportation, lunches, or wear-and-tear on their clothing and equipment.

Your organization's volunteers are not just free or low-cost labor, and they should never be exploited. Though their roles and their relationship with your organization differ from those of paid staff, they require good supervision, training, and support. Be sure to check current labor laws and make sure that your use of volunteers is not misunderstood as hiring staff below the minimum wage.

Trained community volunteers have important roles in baseline assessments and care management. They also provide referrals and advocate for needed services in the community. Volunteers can be wonderful role models for children, and their services are useful and varied.

They provide

- practical support—when they make home visits; help with planting and child-minding; and advise on water, sanitation, and other public health matters
- emotional support—when they listen sympathetically to difficulties and offer counseling or mentoring
- educational support—when they assist with homework and vocational training
- material support—when they serve as conduits for food assistance and school uniforms
- recreational and psychosocial support—when they tell stories and participate in art, drama, and sports
- legal support—when they share information about inheritance procedures, will-making, and guardianship
- cultural and religious support—when they help children and families learn more about their own cultures or obtain spiritual comfort

Why do people volunteer?

Many volunteers of Catholic AIDS Action in Namibia were asked why they volunteer. Their answers included, "My neighbor needs me;" "This is what I believe God (or Jesus) wants me to do;" and "I may need the same help some day in the future." Other organizations have found that people volunteer because they develop skills and receive training; they appreciate the acknowledgement given to them by others; and they like the status their knowledge and volunteer role gives them in the community. Others see volunteering as a stepping-stone to a paid job. This is fine if it is acknowledged up-front, and if the volunteer fulfills whatever commitment she or he has made to provide a specific level of service for a specified length of time after receiving training or another type of support.

Ten things you can do to honor and support your volunteers

1. Listen to the views of volunteers who are experts about what is happening in their villages or neighborhoods. Provide feedback and support to improve work being done.
2. Ask volunteers what they need to do their work well. As much as possible, give them the tools they need, such as home-based care supplies, access to bicycles, and some options for material support in emergency situations.
3. Define the volunteer's job responsibilities and requirements so as not to take away from their main source of livelihood. Volunteer tasks should involve only a few hours a week or be otherwise structured to be manageable over the long term.
4. Invest in volunteer training and support. Just like paid staff, volunteers should receive training, coaching, and supervision.
5. As opportunities arise, consider transferring volunteers to paid positions. Many hope they will be offered paid employment at some point and may become disillusioned when this does not happen, especially if they learn that someone recently hired has similar competencies.
6. Consider motivational incentives that fit the style and budget of your organization, including award ceremonies and other forms of public recognition, spiritual retreats, credits to qualify for free healthcare, or an income-generating fund for a group project or savings club.
7. Over time, consider designating some volunteers as specialists, perhaps in monitoring and evaluation or as support-group leaders. Tailor incentives accordingly.
8. Work with government to ensure clear, appropriate guidelines that define volunteers' roles and offer them protection from potentially dangerous or harmful situations.
9. Develop your own policies to address the recruitment and roles of volunteers, guidelines for supervision, financial and material reimbursements, incentives, and volunteer access to keys and other property.
10. Maintain volunteer registration cards that include full names, contact details, areas of interest, and skills. This will make it easier for you to find appropriate work and training opportunities for them.

Recruiting, screening, and retaining volunteers

Being a volunteer can be hard work, but it should also be considered an honor. Many organizations ask existing community groups (such as religious congregations, women's groups, and youth clubs) to identify individuals who could be recruited as volunteers for their projects. Requests can also be made from the pulpit, at community meetings, or via local newspapers and radio. Sometimes, volunteers come forward on their own or because of a personal recommendation, perhaps from a traditional or spiritual leader.

How to motivate volunteers

Involve them in program design, implementation, and decisions about monitoring and evaluation.

Report back to them on the successes of their combined efforts—for example, how many more people are being reached with their help.

Provide training and public recognition.

Offer a career path that has increasing responsibilities. For example, peer educators can be offered opportunities to become group leaders of peer educators, then coordinators of peer-education activities.

Don't overwork them, and give them sufficient time off to perform livelihood and household functions.

Sometimes certain qualifications are sought that are related to previous experience, literacy levels, and so on. Above all, however, volunteers should love children and have a burning desire to make a positive difference in their communities.

Before volunteers start work, be sure to screen them. You need to interview them and obtain recommendations or references from people you know and trust. You must also make sure that no one is accepted who has a criminal record or any history of involvement in the abuse of children. All volunteers should sign a code of conduct and a confidentiality pledge. If you are developing a code of conduct, you may wish to include excerpts from a statement of principles and guidance on the protection of children in appendix 2 (I, chapter 5).

Like paid staff, volunteers need to know what is expected of them and what they can expect in return. Some may want to know what training and incentives are in store, or if volunteering will put them in a good position for a paid job in the future. When you answer these questions, do not make promises you may not be able to keep. Many organizations have found it is best to put this kind of information in written contract that is signed by the volunteer and by a representative of your organization.

To retain volunteers, you should be careful not to overload them. Try to maintain a reasonable workload

of carefully defined duties that take just a few hours a week. Your contract with the volunteer should be reviewed in light of the actual work being performed, perhaps quarterly at first and then once a year. Like other staff members, volunteers need support and encouragement, including feedback, acknowledgement, and a sense of trust and belonging.

Supporting your volunteers

From a community's perspective, volunteers who have hands-on responsibilities with children and families are the most important people in your organization, and you should treat them the same way. Find out why people volunteer and what motivates them, and build on this to generate long-term involvement and improve service quality.

Collaboration and networking for sustainability

Organizations delivering programs that serve vulnerable children and their families maximize their sustainability when they network and partner with other service providers and stakeholders. To ensure extensive local support, program managers need to reach out to and collaborate with grassroots NGOs and community- and faith-based organizations. The networks established are useful for sharing ideas, planning, ensuring service coordination, minimizing overlap, and learning about participatory community activities that are occurring.

Collaboration is also important because civil society organizations can respond relatively quickly in an emergency. They are also generally flexible, often provide essential services not otherwise available to people in need, and advocate on behalf of particularly vulnerable groups. Grassroots organizations may be the first to identify gaps in service and try new service-delivery approaches. In large part, the wellbeing of a society can be measured by the level of engagement of these organizations and the rest of civil society—the extent to which neighbors, family members, and friends offer helping hands.

FHI's commitment to a holistic approach for children and their families relies heavily on good cooperation among all service providers in the community and on the broad integration of care, treatment, and prevention services. Working toward this goal ensures that you are in the best possible position to find community resources, if your organization can't provide a particular service needed by children or families.

The networks include government ministries, local NGOs, community-based groups, traditional authorities, business representatives, youth organizations, and so on. By working with all these partners, you can reduce overlap and identify gaps where few services exist and where you and your partners should place more attention. Also, different organizations and stakeholder groups within a network can help each other by sharing transport costs and training.

Ensuring timely and smooth delivery of needed services and maximizing service collaboration requires you to develop a good referral network. Although your checklist of the local stakeholders who could become network partners will vary, it will generally include some or all of the following:

- national and local government representatives and key personnel from ministries of health, education, gender, and/or social welfare
- persons who can liaise with local hospitals, clinics providing antiretroviral treatment, and primary and/or secondary schools
- local religious leaders and traditional authorities
- representatives from. NGOs, community- and faith-based organizations, support groups, and youth groups
- local business leaders
- beneficiary representatives, especially children and caregivers

Just as you make referrals to other providers, other organizations will also want to make referrals to you. You should also be aware that government ministries and civil society organizations will be much more willing to collaborate with you if they have had input into your program's development or expansion and are informed about your objectives. Ongoing communications—personal contact, short news briefs, consultative visits, and inter-organizational committee work—go a long way toward building mutual respect and opening doors that contribute to the wellbeing of your program's beneficiaries.

Advocacy for social change

For organizations that support vulnerable children and their families, advocacy for social change is the systematic and organized effort to change unhelpful laws, policies, practices, or behavior. It is about pleading for the creation of an environment where specific goals can be achieved. Advocacy may aim to obtain additional resources and/or increase the access of vulnerable children and youth to local services and support.

Advocacy occurs through education and awareness-raising, behavior change communication, and active lobbying or targeted actions that bring attention to something you believe is wrong and must be changed for the better. Almost always, successful advocacy depends on broad partnerships across organizations and local groups. Advocates often speak out on behalf of the powerless or vulnerable, but the best approach is to find safe avenues that help those who are most affected to find their own voice and advocate for the change they want.

Advocacy for social change can take many forms, including quiet persuasion in private settings, community education, outreach, training, and social mobilization that encourages people to speak out or act differently. This can be accomplished through media campaigns, discussion groups, community gatherings, street dramas, workshops, and new curricula in schools or after-school centers. However, representatives of international organizations should never engage in partisan politics—or even give the impression of doing so—or take part in confrontations that call attention to issues in a dramatic way.

How to conduct an advocacy campaign

It is always best to join forces with other organizations to ensure greater impact. But before you do so and get involved in an advocacy campaign, check with your organization's senior management and board of trustees to ensure that issues you want to address and networking partnerships you propose are consonant with your organization's current values and priorities.

If you have already mobilized the community as part of your core activities—that is, if you have opened up channels of communication and already work closely with several local groups and organizations—it becomes relatively easy to use these same channels for advocacy or an community-awareness campaign.[2] But first you must get consensus among your program's stakeholders on your messages and scope of action. If you overlook this step, you may find that you or your program will become victimized by a backlash campaign and future collaborations will be more difficult.

Also, be sure to focus on issues where you are confident there is widespread agreement with your partners and that you have the skills and resources you need to be successful. In talking with key stakeholders (including the people you want to influence but aren't sure how they will react), consider what their interests are and aim to build consensus. But don't expect change to occur overnight or on your first attempt. Achieving positive social change is a process, and it takes time.

Recommended readings and toolkits

- Academy for Educational Development and USAID, ***Speak for the Child. Case Study: Kenya,*** 2003.
A detailed case study of work carried out in Western Kenya. www.ovcsupport.net/graphics/OVC/documents/0000512e.pdf

- Academy for Educational Development and USAID, ***Speak for the Child. Case Study: Kenya. Annex E: Mentor Training Manual,*** 2003
This document, based on experience of a pilot project in Western Kenya, is intended to be used by other organizations to train mentors and volunteers.
www.ovcsupport.net/graphics/OVC/documents/0000154e06.pdf

- Fadumo Alin, Sjaak de Ber, Gordon Greer, et al., ***How to Build a Good Small NGO***, 2006.
A marvelous, one-stop, down-to-earth manual that also available in French, Arabic, and Vietnamese. If you don't need the whole manual (79 pages), it can be downloaded in modules by topic. www.networklearning.org,

- Marion and Les Derbyshire, ***Friends in Need: A Handbook for the Care of Orphans in the Community***, 2003.
This detailed, well-presented, practical, and personal handbook is aimed at people who want to set up and run programs for orphans and vulnerable children. www.ovcsupport.net/graphics/OVC/documents/0000244e00.pdf

- Firelight Foundation, American Jewish World Service, Bernard van Leer Foundation, and Pan African Children's Fund, ***The Promise of a Future: Strengthening Family and Community Care for Orphans and Vulnerable Children in Sub-Saharan Africa***, 2005.
This publication highlights programs and strategies that help ensure that children remain in family care and within their communities by reducing discrimination, ensuring access to education, generating income, and providing direct support. www.ovcsupport.net/graphics/OVC/documents/0000838e00.pdf

- Mary Harber, ***Developing a Community-based AIDS Orphan Project: A South African Case Study***, 2003.
A case study involving the Thandanani Association in South Africa's efforts to establish a community-based program of care and support for orphans and other vulnerable children. www.ovcsupport.net/graphics/OVC/documents/0000083e00.pdf (accessed July 22, 2008)

- Vasavya Mahila Mandali and the International HIV/AIDS Alliance, ***Moving Forward. A Report on Pioneering Responses to Children Affected by HIV/AIDS in Andhra Pradesh, India***, 2004.
A report on a pioneering program of home and community-based care and support for vulnerable children and their families. It identifies gaps in existing services and effective initiatives and policies and examples of good practice for dealing with the issues that children face when they are affected by HIV and AIDS. www.hivpolicy.org/Library/HPP000599.pdf

- UNDP and South Asia HIV Development Project, ***Our Families, Our Friends, An Action Guide. Mobilize Your Community for HIV/AIDS Prevention and Care***, 2001.
Based on the experience of Mae-Chan community in Chiang Rai, Thailand, this document explains how a community can establish a program that responds to HIV and AIDS. www.ovcsupport.net/graphics/OVC/documents/0000150e00.pdf

- World Vision International, ***Guide to Mobilising and Strengthening Community-Led Care for Orphans and Vulnerable Children***, 2005.
This guide aims to provide useful tools for individuals and organizations seeking to mobilize and strengthen community-led care for orphans and vulnerable children. www.crin.org/docs/ovc%20care%20guide.pdf

- In addition, check out websites listed in appendix 1, particularly www.aidsalliance.org; www.aidscompetence.org; www.eldis.org; www.networklearning.org; www.ngosupport.net; and www.mango.org.uk. Resource mobilization is not covered in depth in this manual, so you may want to look at www.sangonet.org.za; www.barnabastrust.co.za/toolbox.php; and www.aidsalliance.org

3. Lead with Super-VISION

Great leadership is not about being a smart politician or a brave hero. It is about the ability to mobilize people to tap into their own strengths and collective resources as they respond to the daily challenges of moving an organization or an idea forward. Developing leadership and supervisory skills always requires helping others to do the same.

At the core of great leadership in an organization lies great supervision. Emphasizing the last two syllables—Super-VISION—highlights the common purpose or vision that unites a supervisory relationship and builds on an organization's long-term strategic goals. Supervision helps staff and volunteers better understand the issues they face, brings competing viewpoints into play, and creates a safe and effective team atmosphere, where everyone can explore ways to overcome challenges.

Supervision must be experienced, though it can be taught. It is an art more than a science; a "feel" more than a formula. It is premised on the fact that every organization is different and dynamic, but all undergo constant change and need to be adaptable and flexible.

Supervision requires good communication and mutual respect. It begins with good listening and responding skills, and it requires a common understanding of the organization's role or mission in the community and where each individual staff person and volunteer fits into it. Supervision involves mastering duties and fostering good teamwork among an organization's employees, volunteers, and stakeholders. Through supervision, staff and volunteers come to understand that the key to their own success is found by working with others on behalf of their organization and its programs. In this environment, effective communication, improved competence, and accountability flow naturally.

People will forget what you said and people will forget what you did, but people will never forget how you made them feel.

Bonnie Jean Wasmund

Managing and leading—not the same thing

Many people think that managing an organization, a project, or a team is the same as leading it. This is not true, though both leading and managing are important and good.

You are *managing* when you ensure that processes, procedures, and resources (including human resources) are used efficiently and effectively. You manage as you develop operations within your organization that help staff and other stakeholders to reach shared goals. A well-managed organization is characterized by three core components: a supportive work climate, effective management systems, and skills in change-management.

Core components of a well-managed organization

A supportive work climate: Managers contribute to a supportive work climate when they are good role models who "walk the talk" and practice what they preach; offer regular feedback and appraisal; treat people equitably and fairly; and ensure frequent opportunities for learning and self-improvement. Clear, regular, and respectful communication is essential. Managers consider input from all stakeholders before making decisions and explain the reasons for making them. If needed, they pay special attention to fostering good working relationships among people from diverse backgrounds.

Management systems: Managers develop structures, processes, and procedures to facilitate work. For these systems to work well, staff need to understand their own responsibilities and how their jobs fit in with others. Effective management systems involve good teamwork, clear communication, and participatory decision-making and planning.

Skills in change-management: The capacity of staff and volunteers to respond to change is critical, especially in organizations that work under difficult circumstances. ("Adapt or die" is often the message.) A successful response to change relies on the resilience, sense of organizational mission, and personal empowerment of everyone involved, along with optimism, openness to learning, creativity, and teamwork.

You are *leading* when you enable others to find or hone their own strengths and capabilities while they are overcoming challenges that stand in the way of desired results. Leading is particularly important in times of crisis. It encourages and empowers people to move forward and take on increased responsibilities, despite the obstacles in the way.

Providing leadership thus means more than being in charge or making good decisions. It also has to do with being a good listener and a good role model, supervisor, teacher, supporter, and facilitator of opportunities for others. Good leaders help to create the good team atmosphere that allows programs to grow and flourish.

Table 16 presents eight activities and organizational outcomes associated with leading and managing.[3] It also shows the value and expected result of integrating these eight practices into a program manager's daily work and applying them consistently.

Delegating and sharing tasks

You may feel overwhelmed by the number of activities and responsibilities in table 16, but no one person can reasonably be expected to take them on alone. Good teamwork often comes down to effective delegation—sharing tasks with staff or colleagues and checking periodically to see if the activity is going well and if questions or problems have arisen. To help ensure the long-term functioning of a team, seek opportunities for staff and volunteers to engage in peer-learning and task-sharing. In the main, people work best in a supportive environment that encourages everyone to learn new skills and feel valued for their work.

When delegating or sharing tasks, consider the range of talents, skills, and personality types of the people in your organization. (For example, some may love detail-work; others may like working with numbers or take pride in being peacemakers.) Encourage staff and volunteers to bring their whole selves to the work and try new things. With ongoing encouragement and support, and with allowances for some mistakes during the trial phase, your team will grow stronger, more unified, and more successful.

Supervision helps people tap their individual and collective resources to respond to daily challenges and move an organization toward its mission. Good supervision is evidenced by the ability to get people to see the issues they face and bring competing viewpoints into play. It is also about the creation of a safe and effective team atmosphere, where staff and volunteers understand that their own success can be found in achieving the goals of their organization. In this environment, effective communication, improved competency, and accountability flow naturally.

Supervision communication

Supervision involves being affirmative or supportive and communicating clearly. It requires that supervisors set aside regular times for meetings; make themselves available for consultation; and are accessible in

Delegating tasks

Before delegating, ensure that all staff clearly understand the tasks they will undertake and be responsible for. One approach is to ask them to explain the steps involved in their own words; another is to prepare a short work plan together.

- Always make sure the deadline is agreed upon.
- Reiterate that each person may communicate with you (or to some you designate) in the interim, if questions or problems arise.
- Delegation works best when there is regular, one-on-one communication. Write down agreed action-points from these interactions so that they can be referred to later.

Table 16. Leading and managing: What's the difference?

LEADING	MANAGING
Activity: **SCANNING** Identify client and stakeholder needs and priorities. Recognize trends, opportunities, and risks that affect the organization. Look for best practices. Identify staff capacities and constraints. Know yourself, your staff, and your organization's values, strengths, and weaknesses.	Activity: **PLANNING** Set short-term organizational goals and performance objectives. Develop multi-year and annual plans. Allocate adequate resources (money, people, and materials). Anticipate and reduce risks.
OUTCOMES Managers have up-to-date, valid knowledge of their clients, the organization, and its context; they know how their behavior affects others.	OUTCOMES Organization has defined results, assigned resources, and an operational plan.
Activity: **FOCUSING** Articulate the organization's mission and strategy. Identify critical challenges. Link goals with the overall organizational strategy. Determine key priorities for action. Create a common picture of desired results.	Activity: **ORGANIZING** Ensure a structure that provides accountability and delineates authority. Ensure that systems for human resources management, finance, logistics, quality assurance, operations, information, and marketing effectively support the plan. Strengthen work processes to implement the plan. Align staff capacities with planned activities.
OUTCOMES Organization's work is directed toward well-defined mission, strategy, and priorities	OUTCOMES Organization has functional structures, systems, and processes for efficient operations. Staff are aware of job responsibilities and expectations.
Activity: **ALIGNING AND MOBILIZING** Ensure congruence of values, mission, strategy, structure, systems, and daily actions. Facilitate teamwork. Unite key stakeholders around an inspiring vision. Link goals with rewards and recognition. Enlist stakeholders to commit resources.	Activity: **IMPLEMENTING** Integrate systems and coordinate work flow. Balance competing demands. Routinely use data for decision-making. Coordinate activities with other programs and sectors. Adjust plans and resources as circumstances change.
OUTCOMES Internal and external stakeholders understand and support the organization's goals and mobilize resources to reach these goals.	OUTCOMES Activities are carried out efficiently, effectively, and responsively.
Activity: **INSPIRING** Match deeds to words. Demonstrate honesty in interactions. Show trust and confidence in staff. Acknowledge the contributions of others. Provide staff with challenges, feedback, and support. Be a model of creativity, innovation, and learning.	Activity: **MONITORING AND EVALUATING** Monitor and reflect on progress against plans. Provide feedback. Identify needed changes. Improve work processes, procedures, and tools.
OUTCOMES Organization displays a climate of continuous learning and staff show commitment, even when setbacks occur.	OUTCOMES Organization continuously updates information about the status of achievements and results and applies ongoing learning and knowledge.

the event of an emergency, whether by e-mail, phone, or in person. A back-up system should be in place if the supervisor is not available.

You know you are a good supervisor when staff and volunteers identify and understand the issues they face, can express different points of view without anyone getting angry, feel comfortable bringing up difficult or sensitive problems, and talk about and act on their commitment to quality assurance and quality improvement (III, chapter 5) and to your organization's goals and objectives.

The communication that lies at the heart of supervision may occur through written reports and in-person contacts, but increasingly it happens electronically, via telephone, e-mail, videoconferencing, and web-based chat rooms. In some settings, in-person meetings may be difficult and expensive to arrange, but they should occur periodically because they often lead to understanding and support.

In all communication, active listening and responding skills are essential. To listen actively means that we give another person our complete, undivided attention. It requires taking an interest in what the other person is saying, indicating we are following what they are saying and providing provide periodic affirmations such as "uh-huh" and "I understand." It requires using all our senses to pick up on non-verbal as well as verbal communication.

When a staff member or volunteer initiates a discussion, a good supervisor should try to express empathy and understanding, reflecting back what has been said and asking open-ended questions that allow a conversation to flow. If the discussion is about an issue that requires a decision, it is important to get all needed information and understand the other person's feelings and thoughts. Only then should the decision be made.

Supervision meetings and group supervision

Supervision meetings require preparation. They reflect the manager's interest in the staff person or volunteer, and they provide the support that allows him or her to perform better or excel. The preparation may include analyzing the person's output, such as M&E data or reports or the way he or she greets guests. However, managers should not fall into the trap of setting the entire agenda; there must be enough time for the other person to bring in his or her own topics and questions. It is particularly important to be sensitive to what younger, shy, or less assertive staff and volunteers may want to bring to the discussion.

During supervision meetings, managers should make notes on anything they find remarkable—good things as well as areas that need improvement. If conveying these observations, allow enough space and time for staff or volunteers to respond.

Group supervision occurs when the supervisor meets face-to-face with a group of employees or volunteers. Group meetings may supplement one-to-one meetings or they may be an alternative to them, especially in the case of volunteers. Usually a supervisor chairs such a meeting, although rotating this function may be preferred.

Though the agenda items may include information from a regional office, refresher-training on a particular topic, or data gathered since the last meeting, in each and every case it must also involve listening carefully to group members' concerns. Participants should be encouraged to share ideas about how a particular difficulty can be overcome, and they should be provided with support and follow-up after the meeting is over.

Though group supervision is an effective way to share information with a lot of people, there must always be opportunities for one-to-one communication, especially around sensitive or confidential issues. After a group meeting, a staff member or volunteer may indicate a desire to meet with the supervisor away

Three ways to help a new worker get started

New staff members usually need a lot of direction. Consider the following three approaches to help orient and train them during their first few weeks on the job:

Shadowing: A new worker shadows or follows around someone with experience in similar work who is assigned to teach him or her how things are done. The person being shadowed may not be the official supervisor. Formal guidelines are set on where and for how long the exercise will occur and how much the new worker is expected to learn. At the end, a written report highlights areas where the new worker is still unsure and makes recommendations for additional support.

A buddy system: A buddy experienced in similar work is assigned to be the person the new worker can call upon informally for advice or support. This arrangement works well when two people with similar positions are in the same office or when volunteers are doing work in the field.

Extra instruction: The supervisor provides extra readings and explains things in considerable detail. As the new worker demonstrates proficiency, contact is less frequent but may increase again as new tasks or special assignments are given.

SKILLS AND TIPS FOR PRACTICE

Leadership Skills
- Inspire, focus, mobilize, support.
- Be a role model: lead by example.
- Establish trust and competence.
- Be fair and true to your words.
- Know yourself and your own style.
- Keep learning.
- Develop a plan to improve yourself.
- Ask for feedback.
- Apologize when you make a mistake.

Conflict-Management Skills
- Assess the root cause of the conflict, such as differences in training or personality styles or experiences that resulted in jealousy, fear, or feelings of inadequacy.
- Delegate assignments fully and clearly to all involved.
- Be fair and impartial.
- Listen and do not judge.
- Bring the parties together to resolve the conflict.
- Mediate and let those affected try to find the solution.

Problem-Solving Skills
- Use good listening and responding skills.
- Be focused and give clear feedback as soon after the event as possible.
- Be fair, just, and honest to all.
- Look for something positive to say and say it.
- Be timely; don't wait until the problem gets worse.
- Realize that everyone makes mistakes and can learn from them.
- Help workers affected by a problem to come up with their own solutions.
- Give feedback regularly and follow up in writing.

Time-Management Skills
- Remember that the urgent is not necessarily the important.
- Set priorities. Decide what are you going to stop doing and assess the worst thing that will happen if you stop doing it. Determine when being a perfectionist is counterproductive.
- Reassess your work focus on a regular basis.
- Organize a workplan, but be open to change.
- Identify deliverables and tasks you must do.
- Delegate.
- Leave time for emergencies.
- Leave yourself time to reflect and plan.

Diplomacy Skills
- Read the situation and other people with sensitivity.
- Carefully choose your language (words) and tone of voice.
- Never publicly embarrass anyone.
- Never allow a personal relationship with someone to influence your work relationship.
- Avoid supervising a relative or close friend.

Communication Skills
- Use good listening and responding skills.
- Remember that people may respond even more to your body language than to your tone of voice and words.
- Be sensitive to culture, gender, and age.

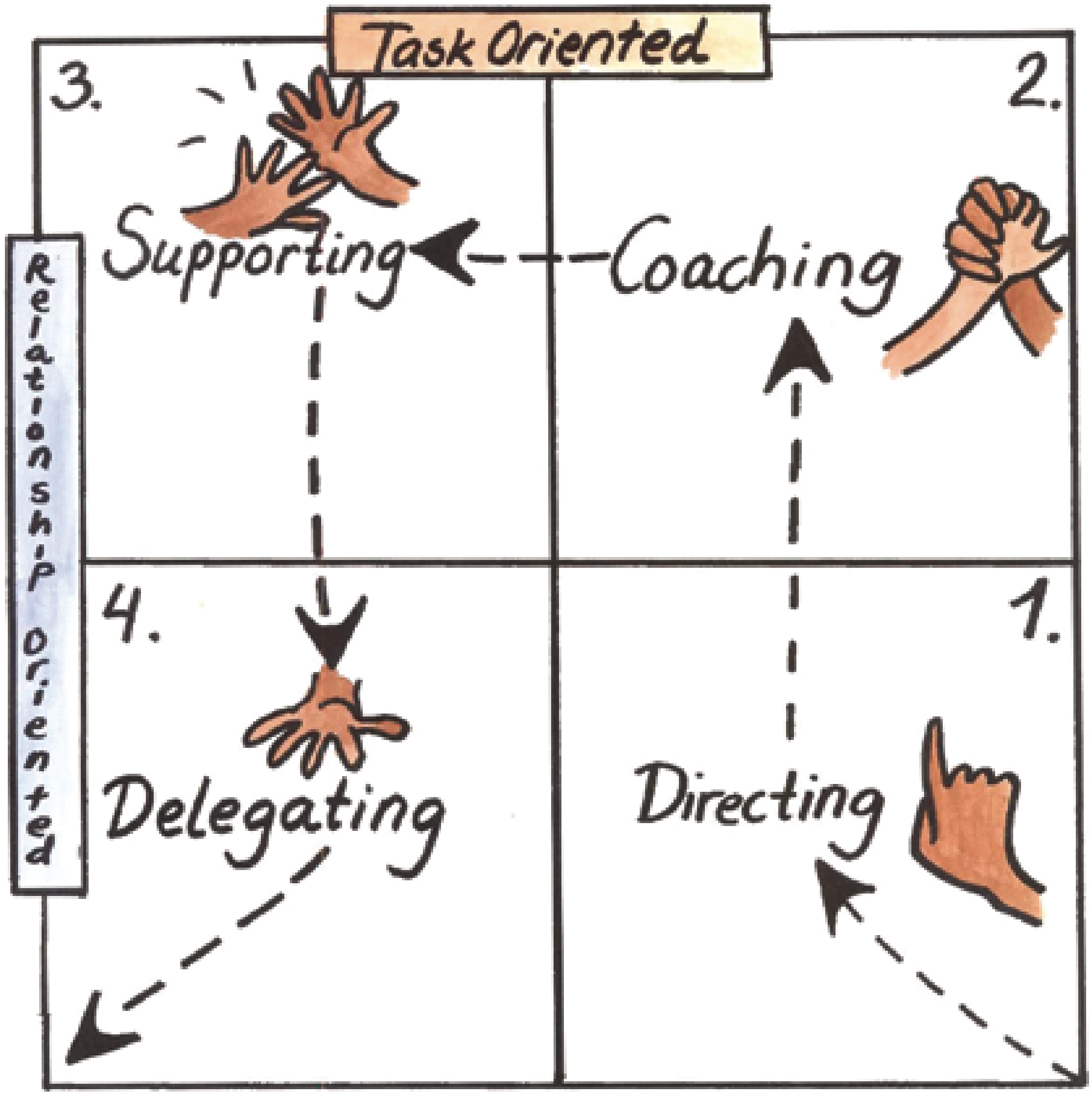
Negotiating Skills
- Read the situation with sensitivity.
- Identify all interests of all parties involved, including your own.
- Identify win-win situations.
- Break out of hardened positions, appeal to the needs behind the positions, and creatively look for solutions.

Hiring Skills
- Take time interviewing and do not hire someone you are not sure of.
- Promote from within if possible, including available volunteers.
- Assess personality fit and motivation.
- Assess gaps in your team and fill those first.
- Remember that skill-building is possible and attitude adjustment often isn't.

Skills In Handling Difficult People
- Avoid getting personal.
- Be flexible, except when it comes to the organization's rules of good and moral behavior.
- Keep focused on the work goals and mission.
- Speak to the person in private and try to get that person to agree on key ground rules for behavior in the workplace
- Provide coaching, but refer the counseling elsewhere
- Focus on facts (not assumptions or impressions) as you move toward a shared goal, a decision on how to achieve it, and the step-by-step approach required.
- Keep evaluations up to date; avoiding them because they are difficult will only make things worse.
- Use feedback as a warning system, in line with your organization's disciplinary code.

Stress-Management Skills
- Identify what is bothering you and get rid of as many stressors as possible.
- Cut out extraneous information and focus on the most important issues.
- Avoid a concentration on history; what is past is past.
- Exercise, meditate, and pray to relieve stress.
- Take some time off.
- Do something else for a while and rotate your activities.
- Be easy on yourself; nobody is perfect.
- Find peace and calm in yourself before facing a difficult situation.

FIG. 11. LEADERSHIP AND SUPERVISORY STYLES



from everyone else. If a private discussion does not allow enough time to address or solve the problem, some follow-up arrangement should be made.

Supervision frequency

How often supervision takes place depends on the kind of issues faced, the personalities involved, and the physical logistics or practicalities of communication. In general, supervision should be frequent—maybe even daily—when someone is new to a job or to a particular task or is facing a sensitive or difficult situation.

When routines are established and there are fewer problems to deal with, supervision may be less frequent, with less face-to-face contact and more telephone calls and e-mails. Still, regular communication is essential, including periodic in-person meetings where possible.

Other factors to consider when scheduling supervision include how much the person knows about the work, whether he or she has been trained, and how much confidence he or she has. A need for a lot more on-the-job training should trigger more frequent supervisory contact. The frequency also depends on practical issues, such as how far away the person is and whether he or she has access to a telephone or e-mail.

A written performance review should occur annually, and it should involve both a self-assessment and a supervisory evaluation. During the review, new goals with indicators are set for the year ahead. Supervisors may request confidential input from co-workers that feeds into the review. Most often, the job description of the staff member and the goals from the previous year are used as the baseline to determine whether work performance is satisfactory or has improved. If there seems to have been no improvement or a slide backward, reasons for saying so should be explained.

Styles of supervisory leadership

Good supervisors need to individualize their approach. They should not treat everyone the same way or on the basis of their educational backgrounds or positions. The approach with the same person may also vary, as old challenges are mastered and new ones emerge. In applying different styles of supervisory leadership, the work context needs to be considered: the kind of organization it is; how this affects the way that staff and volunteers function; a supervisor's work style or strengths; the preferred work styles of staff and volunteers; and how well everyone understands and performs required tasks.

Ken Blanchard and Paul Hersey created a useful model that allows managers to analyze situations and adopt the most appropriate leadership or supervisory style.[4] Figure 11 adapts these authors' simple grid, based on a leader's directive or supportive behavior.

A manager's supervisory style should vary across these four boxes, depending on the situation or tasks at hand and on the developmental levels of the people supervised:

- ***Directing (sometimes called telling):*** Supervisors define the roles and tasks of the people they supervise, supervise them closely, and make and announce decisions. Communication is largely one-way.
- ***Coaching (sometimes called selling):*** Supervisors still define roles and tasks, but seek ideas and suggestions from the people they supervise. Decisions remain the supervisor's prerogative, but communication is much more two-way.
- ***Supporting (sometimes called consulting):*** Supervisors pass day-to-day decisions such as task allocation and processes to the people they supervise. Supervisors facilitate and take part in decisions made by the people they supervise.
- ***Delegating:*** Supervisors are still involved in decisions and problem-solving, but control is with the people they supervise, who decide when and how supervisors will be involved.

There is no one right style. Effective supervisors are versatile; they move around the grid according to the situation. However, we all tend to have a preferred style, and it is helpful to know which comes most naturally.

Being a good supervisor is an all-around job, as it requires you to draw on the leadership, management, and good communication skills used by counselors and community activists. Above all, always aim to be a good role model, as people learn much more from what you do than from what you say.

Recommended readings and toolkits

- Fadumo Alin, Sjaak de Ber, Gordon Greer, et al., ***How to Build a Good Small NGO,*** 2006.
A marvelous, one-stop, down-to-earth manual that also available in French, Arabic, and Vietnamese. If you don't need the whole manual (79 pages), it can be downloaded in modules by topic. www.networklearning.org,

- Carl D. Glickman, Stephen P. Gordon, and Jovita M. Ross-Gordon, ***Supervision and Instructional Leadership: A Developmental Approach,*** 7th ed., 2006.
A classic used in many universities and business schools

- International HIV/AIDS Alliance, ***NGO Support Toolkit,*** Version 3, 2008.
This toolkit is an amazing resource. Available as a series of seven manuals and on a CD ROM, it addresses a wide range of issues, including institutional change. www.aidsalliance.org/custom_asp/publications/view.asp?publication_id=112

Bryan Walker, ***How to Succeed in Your Work: A Tool Kit,*** 2nd ed., 2008.
This manual is designed to help build a career and improve work, management, and supervisory styles. www.networklearning.org

- In addition, check out the websites listed in appendix 1, particularly www.aidsalliance.org; www.eldis.org; www.networklearning.org; and www.ngoconnect.org.

4. Care for Yourself So You Can Care for Others

People who work with and care for children in difficult circumstances— supervisors, paid employees, volunteers, and family members—are particularly vulnerable to stress. The work involves giving of ourselves to others—our attention, caring, emotional support, and love. If we don't get some of this back or find opportunities for personal renewal and replenishment, we will eventually feel emotionally exhausted and empty inside.

The point at which we just want to give up or run away is called burnout. If not managed correctly, too much stress can also lead to health-related problems and declining work quality. It is important that you take care of yourself so you can take care of others. If you don't, you will not be of much use to anyone.

Stress and burnout

Burnout is a state of emotional and physical exhaustion caused by excessive and prolonged stress. It can occur when you feel overwhelmed and unable to meet constant demands. As the stress continues, you begin to lose interest or motivation.

Stress can be good when it leads to excitement, stimulation, success, achievement, increased productivity, and creativity. However, if good stress goes on too long without a break, it can also lead to exhaustion and negative consequences.

Bad stress results from boredom, frustration, work and family pressures, a lack of teamwork or support, and poor performance or decreased productivity. Possible consequences include headaches, indigestion, sleeplessness, and a predisposition to illness, as well as unhappy relationships and a sense of failure.

The longer you hold on to it, the heavier a burden becomes

A lecturer on stress management raised a glass of water and asked how heavy it was. He went on to explain that this depends on how long it's held. Holding the glass for an hour will cause the arm to ache; holding it up for a day could put the holder in hospital. The longer the glass is held, the heavier it becomes. That's the way it is with stress, he continued. If we always carry our burdens, sooner or later they become increasingly heavy and we won't be able to carry on. He advised listeners not to carry the burden of work home, but pick it up the next day.

Ugly stress results from the build up of too much bad stress and has even more serious consequences. Burnout may set in, accompanied by a significant drop in performance and emotional and physical well-being. Possible results include ulcers, heart attacks, sleep disorders, depression, and even suicide. The best thing you can do to remain emotionally strong is to maximize your own ability to take advantage of good stress while on the job, reduce bad stress, and avoid ugly stress and burnout.

If you are also experiencing a lot of bad or ugly stress in your personal life, then reducing your work-related stress is even more important. Burnout does not appear suddenly. You need to recognize some important physical and emotional symptoms:

- continual exhaustion; elevated pulse; forgetfulness
- impatience and irritability
- feelings of inadequacy, helplessness, and guilt
- loss of confidence and self-esteem; withdrawal from social contacts
- neglect of duties and reduced work performance

Strategies to manage stress and prevent burnout

Don't carry all the burden of your work alone. If you are facing pressures you can't deal with, consider asking for help. Feelings of distress are legitimate, not signs of personal weakness or lack of professionalism. It's important that you find ways to manage your own stress, and also help others in your organization—both staff and volunteers—to do the same.

A test to help you determine if you are burning out

Use this checklist[5] before and after you take steps to reduce your bad or ugly stress. Answer the questions with a number from 1 to 5.

If you have not yet taken steps to reduce stress, 1 means *"No, this does not apply,"* and 5 means *"Yes, this is true."*

If you have taken steps to reduce stress or are retaking the test, 1 means *"There has been a great deal of positive change over time"* and 5 means "*There has been no improvement or very little improvement over time."*

___ Do you tire easily? Do you feel fatigued, rather than energetic?

___ Are people annoying you by saying "You don't look so good lately?"

___ Are you working harder and harder and accomplishing less and less?

___ Are you increasingly cynical and disenchanted?

___ Do you often feel sad but can't explain why?

___ Do you forget lots of things (such as appointments, deadlines, and personal possessions)?

___ Are you increasingly short-tempered and disappointed in the people around you?

___ Are you seeing close friends and family members less frequently?

___ Are you too busy to do even the routine things that you used to do?

___ Do you suffer from physical complaints (such as aches and pains, headaches, lingering colds)?

___ Do you feel disoriented when the day's activity comes to a halt?

___ Are you having difficulty experiencing joy?

___ Are you unable to laugh at a joke about yourself?

___ Does spending an evening with a friend or loved one feel like it is more trouble than it is worth?

___ Do you have very little say to people?

________ **TOTAL**

Don't let a high score alarm you, but pay attention to it! Burnout is reversible, no matter how far along it is. The sooner you start being kinder to yourself the better.

Just as there are many sources of stress, so there are many ways to manage stress. Following the steps below will assist you.

Step 1: Identify the problem.

- Ask yourself what is causing your stress.

Step 2: Explore solutions and recognize what you can change

- Find out how you can handle and manage stress
- Ask yourself if you can change your stress by avoiding it, eliminating it, or taking a break to shorten periods of exposure to it.
- Recognize your limitations. Learn to say no to what you cannot or can no longer handle.

Step 3: Reduce the intensity of your emotional reactions to stress.

- Ask yourself if you are expecting to please everyone.
- Try to temper excess emotions and put the situation in perspective. Do not focus on negative aspects. Try to see the stress as something you can cope with, rather than something that overpowers you.
- Ask yourself if you overreacting and viewing things as absolutely critical and urgent. If so, work at adopting some more moderate views.
- Expect some frustrations, failures, and sorrows. Seek professional counseling, if needed.

Step 4: Learn to moderate your physical reactions to stress.

- Find a physical way of relaxing that works for you. If doing exercises helps, find time to do some.
- Try slow, deep breathing to normalize your heart rate and respiration. Try some relaxation techniques to reduce muscle tension.
- Consult a physician if you think you need medication. This can help in the short term, but it is not the long-term answer.

Step 5: Build your physical reserves and embrace a healthy lifestyle

- Avoid nicotine, excessive caffeine, and other stimulants.
- Eat well-balanced, nutritious meals and maintain your ideal weight. If you drink alcohol, do so only in moderation.
- Mix leisure with work. Take breaks and get away when you can.

- Three to four times a week, engage in moderate, prolonged, rhythmic exercise, such as walking, swimming, cycling, or jogging.
- Get enough sleep and maintain a consistent sleep schedule as much as possible.

Step 6: Maintain your emotional reserves

- Set your own boundaries.
- Expect some frustrations, failures, and sorrows.
- Pursue realistic goals that are meaningful to you, rather than goals that others have set that you do not share.
- Be kind and gentle with yourself and be your own best friend.
- Pray, sing, dance, create art, and play music.

Step 7. Support each other

- Develop mutually supportive friendships and relationships. Meet regularly with staff or volunteers to debrief and share experiences.
- Consider a ritual or commemoration that marks the good things happening through your work as well as the sad events.
- Start the day or week with a short period of silent reflection or group prayer.

It is not necessary to do all these things at once. Pick one that feels right and start with that. When you feel less stressed, choose an additional strategy. Remember that we have to take care of ourselves in order to also take care of others.