APONE & ALO

Enhancing Excellence in Professional Service Provision

The Manual

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1. Introduction

a. Why this manual?

This manual supplements the 3-day workshop held in Mymensingh and Sherpur in September 2013 entitled, "*Enhancing Excellence in Professional Service Provision*". The workshop and manual have been designed to enhance your current service provision by equipping you with new practical tools and improved skills to enable your service to be the very best it can be.

b. Who is it for?

This manual has been written specifically for service providers who attended the "*Enhancing Excellence in Professional Service Provision*" workshop. However, it has been written in such a way as to enable service providers who were not able to attend this workshop to read the subsequent chapters and be able to put the skills and tools covered to good use.

c. What does it cover?

This manual covers the topics covered in the "*Enhancing Excellence in Professional Service Provision*" workshop. It re-explains these and gives examples to complement what you learnt in the workshop.

In addition it includes extra topics which, due to time-constraints, we were not able to cover in the workshop. These topics are explained in a way that should enable you to put the skills and tools into practice yourself. We are confident that if you do so, your service provision will be enhanced to an even higher level and your clients will benefit even further.

d. About the Authors

This manual has been produced by Traidcraft Exchange as part of its DfID-funded *Alleviating Poverty in North East Bangladesh* (APONE) and Big lottery-funded *Alternative Livelihood Options* (ALO) projects. Traidcraft is the UK's leading Fair Trade organisation and has over three decades' worth of experience of working with service providers who are supporting small-scale farmers to trade their way out of poverty. We cannot claim to be experts in every single area of service provision, but our experience has shown that the topics covered in this manual, when taken to heart and used by service providers, go a long way to improving the service offered to clients. In this way they can make a significant contribution to improving the incomes and livelihoods of small-scale farmers.

e. Your feedback

We would love to hear your feedback on this manual and the workshop it supplements. If you have any ideas about how we can further improve these products please feel free to contact us at:

Traidcraft Exchange
Kingsway, Team Valley
Gateshead, NE11 0NE
United Kingdom

Or by email: info@traidcraft.org.uk

2. Introducing Effective Service Provision

a. What do we mean by Service Provision?

Service Provision is the supply of assistance to people, businesses and organisations that aims to help them do what they do better. There are a multitude of different services available. In fact we all use services in our everyday lives, often without even thinking about them. Some examples include:

- Transport services – taxi and rickshaw drivers help us get from A to B efficiently.
- Medical services – doctors and nurses advise, guide and treat us when we feel unwell.
- Waiting services – waiters/waitresses serve us when we eat in restaurants and help ensure our meal is a pleasant and convenient one.
- Training services – teachers or trainers introduce us to new ideas and skills that enhance our ability to do our jobs or improve our ability to obtain a new job.
- Childcare services – nannies, home-help and nurseries provide a safe and stimulating environment for our children so we can engage in other activities, e.g. work.

Thinking more specifically about the agricultural sector, some important examples of Service Provision include:

- Agricultural Extension Services – specialists in agriculture, livestock and fisheries provide guidance to farmers on how best to conduct their farming practice. This may include support with inputs (seed, fertilizer, pesticide, feed, medicine, day old chicks, etc), on-farm management (irrigation, pest and disease control, weed control, vaccination, soil test , etc),, and it may include providing information on specific government schemes the farmers are eligible to benefit from such as subsidy, agricultural loan, etc.
- Soil Research Services – specialists in soil science test samples brought to their laboratory, based on the results they prescribe recommendations on fertilizer disease, crops suitable for cultivation and cropping pattern.

Similarly, within the social service sector, another important example is:

- Women's Development Services – specialist advisers support women's empowerment through the provision of information on women's rights and through facilitating access to schemes such as credit and training opportunities.

Some of these examples may be similar to what you do and others won't be. However, there are important lessons we can draw from other Service Providers even when their sector or area of specialism is quite different to ours. The *how* of Service Provision is often quite similar regardless of the specific field in question: as a *professional* Service Provider it is likely that you are providing some form of advice, guidance, training and/or mentorship – possibly even a mixture of all of these. This manual is designed to help you improve *how* you do these things, regardless of what specific sector you are working in.

b. Contrasting Service Provision with Provision of Products

Key Questions:

1. How does the provision of services compare to the provision of products / goods?
2. What are the implications of this?

In the business world, Service Provision is often contrasted with the provision of *products*. The significance of the difference may not be immediately apparent to you as a Service Provider. However, for the purposes of this chapter, we would like you to put yourself in the shoes of one of your service-users: by the end of the chapter we hope that you will see that the difference is likely to be significant from your service-user's perspective. And, we think, if the difference is significant for them, then it's actually of significance to you too, even if it doesn't appear so at first sight!

Task:

Think about a popular product, something that you regularly use.

Think about a service you've used recently.

- *What were the main differences between the two in the way that you obtained them, utilised them, and may use them again?*

Whilst there are many "pure" products and "pure" services, there are many more offerings that include a bit of each. The can be represented on a spectrum like the one shown below.

- On the far right-hand side are pure products.
- On the far left-hand side are pure services.
- In the space between them are examples of items that include a bit of both product and service to greater or lesser extents.

Pure Service ⟷ **Pure Product**

Executive Coaching

Executive Coaching is pure service. The executive pays for nothing other than the time and expertise of the coach, nothing tangible is included in the service. Each meeting with the Coach will be different to the previous one.

Nursery Childcare

A Nursery Childcare service is mainly a service: people are caring for your child for you. However, sometimes it includes a few products as part of the offering, for example a uniform or food.

Computer Software

Computer Software is usually a product, a programme stored on a CD or disc. But often it is accompanied by a service agreement for additional updates or upgrades for a specified period after the initial purchase. In addition, often a helpline is provided offering specialist advice in case you encounter any difficulties. In this way service provision is a key component of what you have purchased.

Motorcycle

A motorcycle is mainly a product, it's a tangible item. But often when purchased from a garage, the dealer will check everything is running well for you at an agreed time after your initial purchase, e.g. 6 months or a year. In this way it also includes an element of service provision.

Chocolate

A bar of chocolate is a product – plain and simple. You buy it, consume it at the same time or later, and then it's over. If you fancy another one, you can purchase another and it will be exactly the same as the first.

Thinking more specifically about the agricultural sector, the following spectrum attempts a similar distinction with another set of products and services.

> ***Task:***
>
> ***Do you agree with our characterisation?***
>
> ***Can you think of other examples that can be included here?***

Pure Service ⟵⟶ **Pure Product**

Agriculture Extension	**Bangladesh Agriculture Development Corporation**	**Tractor**	**Fertilizer**	**Diesel**
Agricultural Extension is a pure service. Extension Officers do not provide anything tangible to their clients, the farmers. Instead they provide capacity building training to farmers on topics such as improved farm practices. Each meeting with a farmer may be focused on a new and different challenge he or she is facing.	Officials of Bangladesh Agriculture Development Cooperation provide information to farmers on topics such as high yielding varieties of seeds. In addition they also supply seeds to farmers. Thus they provide both services and products.	A tractor is a tangible item, i.e. a product. However, often when purchased from a dealer, the dealer will also offer a vehicle service at an agreed time after the purchase. He will check everything is running as it should be. In this way the product is accompanied by an element of service provision.	A packet of fertilizer is a product accompanied by some service. Farmers buy the product and use it in their field, but they are guided by the sellers' advice on how best to apply it.	Diesel is a pure product. Farmers purchase it and utilise it to generate the energy needed to irrigate their fields. Once it's been used it's gone. Each purchase of diesel is almost exactly the same in composition as the last one – only the volume varies.

These examples have indicated some of the key differences between products and services:

- Tangibility vs intangibility
- Consistency vs variability.
- Object vs person

The table on the following page goes into further detail on some of these elements that are specific to Services, as well as other important issues related to Service Provision.

Key issues relating to Service Provision

People	The quality of a service is entirely dependent on two things: 1. The **people** who actually *deliver that service.* 2. An *accurate needs assessment* of the ***people*** who will *receive* that service. It is true that people are crucial to the provision of a product, but the people who produce products tend to be unseen and unknown to the person using that product. Service Provision is all about people!
Trust	Developing and maintaining the **trust** of your service-user is absolutely critical to the success of *all* service provision. As noted above, service provision is dependent upon people in a way that the provision of products isn't, and a key requirement of the people who provide services is proficiency at building rapport and developing trust with their service-users.
Intangibility	Services are **not physical**, they cannot be "possessed" or seen, or felt. Service marketers must determine *how* to effectively communicate the service process and the final outcome that the service-user will benefit from.
Storage	Because a service is intangible, it **cannot be stored**. For example, a training course has no intrinsic value whilst it is not being delivered, unlike some products, which lie on the shelf but are counted as part of the organisation's assets.
Perishability	As already mentioned, services can't be stored for future use. For example, when a client misses an appointment with his dentist, that **time can never be recaptured**. Equally, empty hotel rooms and unsold theatre tickets have no value. Related to this is the challenge of maintaining a consistent quality of service when demand suddenly increases. For example, an accountant may have difficulty maintaining the same level of attention and performance with all his/her client at that time of year when all tax returns are due.
Time	It is also important that the **provision and consumption** of services happen almost **simultaneously** and often in the same place. This means that often the Service Provider can immediately gauge whether their service is being well received or not, and whether therefore any changes need to be made to it.
Variability	Unlike with products which can be easily standardised, service quality and consistency is subject to **great variability.** As mentioned above, services are delivered by **people** and human behaviour is rarely wholly consistent. Because services are dependent on people, quality can vary for all sorts of reasons, e.g. experience, attitude, knowledge, style, time of day, location, etc.
Production & Quality	Products are usually produced in a process that allows for quality-checks. **Quality assurance** of service provision is more **complex**. Service quality should be reviewed as services are *planned* and *developed*, and again *during* their delivery, and again *following* their delivery! Often a service-user will only know how good the service is once he's received it, thus it is imperative that service providers seek feedback.

Task:

Thinking about your work as a Service Provider,

- *What are the implications of the issues listed above for how <u>your</u> services are received by your clients?*
  - *For example:*
    - *How well do you know the needs of your service-users? How could you improve your needs assessment process?*
    - *How do you build rapport with your service-users? Are there things you could do to improve the trust between you and them?*
    - *How can you help your service-users visualise the benefits of using your service before they experience these benefits for themselves?*
    - *What information do you get (verbal or non-verbal) from your service-users as you provide the service to them? Can this help you improve <u>how</u> you provide the service?*
    - *If services are subject to so much variability, when and where are the optimum times for you to provide your services?*
    - *How much feedback do you receive from your service-users? Could this process be enhanced?*

This is a long list of questions! Don't feel you need to answer them all now, but refer back to them regularly: subsequent chapters of this manual may help you answer them.

c. Types of Services:

Services can also be classified according to different types. Here are three broad categories:

1. **Fee Based Service**: Also known as transacted service, these services can be bought as 'stand alone' individual services . Examples include, Paravat service, Agro-machineries rental service, etc
2. **Embedded Service**: These are services that are combined with physical goods or as part of other services. For instance, Inputs sellers provide information and knowledge to the farmers on inputs use and management (seed, fertilizer, pesticide, feed, etc) when they sell these products.
3. **Public Benefit Service**: These are services that are provided free, usually by central or local government departments. Usually such services are provided collectively. Examples include, extension service, social service, basic service, etc.

d. Importance of the Service Economy

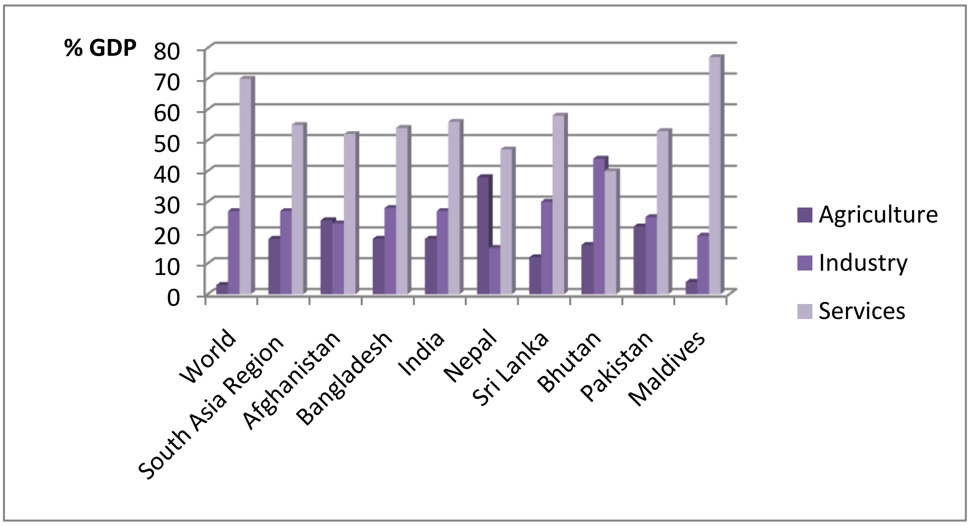
Key Question:

- How important is service provision to our economies?

The service sector is an increasingly important part of national economies. At a global level the services sector generates more GDP than both agriculture and industry combined.

- In 2001 the service sector in Bangladesh comprised 49% of the country's GDP, and contributed $23 billion to the economy.
- By 2011 the service sector in Bangladesh had grown by 5% to comprise 54% of the country's GDP, contributing $60 billion to the economy.
- At a regional level, the service sector comprises 55% of the South Asian region's GDP. At a global level it comprises 70% of world GDP.
- [All statistics from *World Bank Statistics 2013 (www.wdi.worldbank.org).]*

% of GDP Generated by Different Sectors of the Economy – 2011, South Asia Region



All data set from World Bank Statistics 2013 (www.wdi.worldbank.org)

In conclusion the service industry is hugely important at a national, regional and global level. This is why we are so passionate about supporting Service Providers to improve their effectiveness.

e. As Service Providers, what are we trying to achieve?

Task:

Consider your own work as a Service Provider:

1. *What is it that you want to achieve?*
2. *What motivates you?*
3. *What are the values that guide what you do?*

Organisations often articulate 3 core statements about themselves: their *Vision*, their *Mission* and their *Values*. These encompass *what* they do, *why* they do it, and *how* they do it. Articulating these statements brings focus and clarity. It enables them to strategise and decide where to concentrate their efforts.

Vision Statement:

This is a statement of what the organisation *wants to be*, or how it wants the world to be. It tends to be ambitious, aspirational and/or idealistic.

Mission Statement:

This is a statement of *what* the *purpose* of the organisation is – it answers the question: why are we in business, or, why do we do what we do?

Values Statement:

This is a statement of what values guide *how* the organisation does what it does.

Look-up any well-known business or organisation online and somewhere on their website you'll find statements about their Vision, Mission and Values. Here are a few examples.

The Coca-Cola Company

Our Mission:

To refresh the world...

To inspire moments of optimism and happiness...

To create value and make a difference.

The BBC

Mission:

To enrich people's lives with programmes and services that inform, educate and entertain.

Vision:

To be the most creative organisation in the world.

Hilton Hotels Worldwide

Our Vision

To fill the earth with the light and warmth of hospitality.

Our Mission

To be the preeminent global hospitality company - the first choice of guests, team members, and owners alike.

Our Values

Hospitality
Integrity
Leadership
Teamwork
Ownership
Now

Google

Mission

Google's mission is to organise the world's information and make it universally accessible and useful.

Values

1. Focus on the user and all else will follow.
2. It's best to do one thing really, really well.
3. Fast is better than slow.
4. Democracy on the web works.
5. You don't need to be at your desk to need an answer.
6. You can make money without doing evil.
7. There's always more information out there.
8. The need for information crosses all borders.
9. You can be serious without a suit.
10. Great just isn't good enough.

Department of Agriculture Extension (DAE), Bangladesh

Mission

To provide efficient and effective needs based extension services to all categories of farmer, to enable them to optimise their use of resources, in order to promote sustainable agricultural and socio-economic development.

Task:

Thinking about your own work as a Service Provider,

- *Can you compose your own personal Vision, Mission and Values statements?*
- *Encourage a friend or colleague to do the same – then compare your two sets.*
- *Does articulating these bring any focus and clarity to your own work?*

f. Professionalism in Service Provision

Key Question:

- What does it mean to be a *professional* service provider?

In its simplest form professionalism means being paid for what you do. However, a fuller definition encompasses a certain *attitude* towards what you do and *how* you do it.

The following table explains some of the commonly cited elements of professionalism:

Expertise	Professionals are known for their *specialist knowledge*. This often involves, but is never solely limited to, holding recognised high-level qualifications. Perhaps more important than the qualifications themselves, is the commitment to continued learning and up-dating of one's knowledge.
Reliability	Professionals do what they say they will do. When circumstances conspire against them and they are unable to fulfil their client's expectations, they inform their client at the earliest opportunity and they suggest the best course of action to rectify the situation.
Honesty	Professionals are trustworthy – they keep their word. They know their own capacity and their own limitations: they do not make promises they cannot keep.
Respectful	Professionals are respectful towards their clients, colleagues and competitors. They are polite and sensitive towards the needs of others. They do not let their status as professionals go to their heads or see themselves as better than others.
Commitment	Professionals are committed to providing the best possible service they can. They strive to continually improve and keep an *open-mind* towards doing things in new ways and seeking out new opportunities.

There is no single fixed definition of professionalism. The five components listed above are commonly cited, but there may be others as well.

Task:

Think about a professional person you admire.

- *How does s/he compare against the above list?*
- *What other attributes or characteristics does s/he display that have led you to admire him or her?*
    - *Could any of these be added to the above list?*

3. Effective Service Provision: Skills

Effective Service Provision requires the development of some core skills. These skills are ones that we all use every day, but very few of us take time to really develop and polish them. Spending some time assessing how proficient you are with these skills and what practical steps you can take to improve them, will enable you to considerably enhance your service provision.

The core skills in question are:

- Listening
- Questioning
- Paraphrasing & Summarising
- Rapport Building
- Body Language
- Cultural Sensitivity

The following sections of this manual explore these skills in more depth.

a. Listening

Good listening is absolutely fundamental to our work as Service Providers and we all practise listening every day. This section offers some guidance on how to improve our listening skills.

Self-Assessment Questionnaire:

Answer the following questions as honestly as you can:

1. Do I let my own opinions influence what I hear people saying to me?
2. If someone disagrees with me, do I get ready with the next point of my argument rather than listening to their disagreements?
3. Is it my impression that most people take too long to make their point?
4. Do I find myself not really knowing what someone has said to me after they have finished?
5. How often do I interrupt what someone is saying because I don't agree?
6. How often do I find myself finishing someone else's sentences for them?
7. How often do I jump to conclusions about the facts of the situation?

If you are feeling brave, ask a close relative like your husband or wife, or brother or sister, for their assessment of your listening skills using these questions. How closely does their assessment correspond with your own self-assessment?

Good listening is ***Active Listening*.** Active Listening can be contrasted with *Passive Listening*. As the name suggests Passive Listening involves remaining passive: usually passive listeners remain silent and just let their partner talk. Active Listening involves being *actively engaged* with your partner and with what s/he is saying.

Principles of Active Listening:

- Listening is more important than talking.
- Listen with your ears, eyes, heart and mind – with empathy and understanding.
- Respect others' points of view: people are sharing their experiences.
- Don't think you have to be right all the time: listen to others' opinions to improve your understanding.
- Focus on what is said not how: people's communication styles are different.

How do you *Actively Listen*?

- Use *Acknowledgements* – brief expressions that communicate your understanding and acceptance.

  E.g. “mmmm...”, “aha....”

- Use *Door Openers* – ways of inviting the person to expand or continue expressing their thoughts.

  E.g. “tell me more above....”

- *Paraphrase* what has been said in order to get confirmation that you have understood the person’s meaning correctly.

  E.g. “so what you are saying is...”, “what I have understood is...”

- *Describe your impressions* of what has been said and the feelings that have been discussed.

  E.g. “you seem unsure about what to do about...”, “I get the impression you are feeling...”

Simple Tips for Effective Active Listening

- Clear your mind of other thoughts and distractions.
- Be patient.
- Record key points.
- Use non-verbal responses – e.g. facial expression, eye contact, nodding, posture.
- Let your questions come naturally. Don’t worry about planning your next question, if you listen actively, the next question will follow naturally.
- Remember you have two ears and only one mouth! Listen at least twice as much as you speak.

b. Questioning

Asking questions is a skill, but it is one most of us take for granted. Some of us are naturally good at it, most of us aren't. Learning to improve the questions you ask, and the way you ask them, will help enhance your understanding of your clients and the challenges they need your assistance with.

This section offers some guidance that will help you improve your questioning skills.

Task:

Imagine two friends have spent the evening together at the cinema. As they leave the movie theatre they start-up a conversation about the film they just watched.

Here are three different questions that could be used to start the conversation:

- *Did you like the film?*
- *What did you think of the film?*
- *You liked the film didn't you?*

- ***Which question do you think would make the best conversation-starter?***
- ***Why is this?***
- ***How would you categorise these 3 different kinds of question?***

Categorising Questions

Questions can be categorised in several ways.

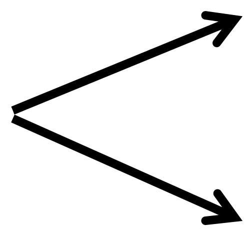
One very common categorisation is into *Open* and *Closed* questions.

Open Questions enable the person to give extended answers.

An open question often starts with:

- What?
  - *Example:*
    What does Integrated Pest Management(IPM) mean to you?
- Why?
  - *Example:*
    Why do you think IPM is a complicated method?
- How?
  - *Example:*
    How can we improve farmers' know-how on IPM method?

We often characterise **Open Questions** with this image:



It suggests *opening-up* a conversation or discussion.

Open questions are useful for:

- Opening discussion
- Getting lots of ideas and details and a ‘broader’ story
- Brainstorming
- Probing

Closed Questions require <u>specific short answers</u>, often simply “yes” or “no”, or a single word.

Closed questions are good for clarifying and checking information.

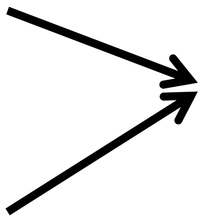
A closed question often starts with:

- Does...?
  - *Example: Does compost can improve soil health?*
- Is...?
  - *Example: Is compost making an easy technology?*

Closed questions are useful for:

- Summarising
- Checking understanding
- Getting specific answers
- Finishing a discussion

We often characterise **Closed Questions** with this image:



It suggests *closing-down* a conversation or discussion.

<u>Other Useful Question Categories</u>

The following are some examples of other common categories of questions that can be very useful when working as a Service Provider.

Question Type	Useful for...	Examples
Probing questions	Digging for more information. Getting more detailed information. Getting more specific information.	How exactly...? Bigger than/more than...? What problems does that cause? In what way is that a problem?

Analytical Questions	- Prompting deep thinking. - Theorising or projecting. - Working through new ideas.	- What isn't happening now? - What do you want to be different? - How would you like X to respond? - How do you think that Y needs to be changed / altered? - In what way will that help?
Feelings-Focused Questions	- Understanding feelings and attitudes. - Building trust. - Seeing a situation from someone else's perspective.	- How are you feeling about this? - Do you feel confident about X? - What worries you the most? - What excites you the most?

Some Questions to Avoid!

Just as there is such a thing as *good* questioning practice, there is also *bad* questioning practice. A large part of this is *how* you ask questions, but having said this, there are some types of questions which are bad and should be avoided.

Question Type	Details	Examples
Leading Questions	These suggest or imply the answer the questioner is looking for.	- You've thought about doing .....? - You probably want to ..... don't you? Example: Farmers don't like to try new technology do they?
Multiple Questions	These are several questions asked all at once.	- What is it that you want to do? And when is it that you want to do it by? And how do you think that will happen? Will there be any problems? What do you think?
Ambiguous Questions	These are questions that are hard to understand or that could be interpreted in more than one way.	- How does exclusion affect your business? - How do you include children in your baking?

Task:

Look back at the three opening questions that could have been asked by one friend to another as they walked home from the movie theatre.

- *How would you categorise these three questions?*
- *Which do you feel would make the best conversation opener and why?*

Simple Tips to help you improve your Questioning Technique

- Open discussions with an open question.
- After you've asked a question, *pause*... Give the responder to think and to reply. Savour the silence and avoid the temptation to jump in with another question or to suggest the answer!
- Build on the answers you've been given. Don't stick to a pre-prepared script.
- Don't be afraid to pause yourself as you think how to ask your next question.
- Prepare for your meetings: think about what kind of questions you might ask in advance. Use this process to shape your thinking rather than to write a script.

Task:

Read the case-study on the following page of the interaction between an advisor and a farmer.

- *What different kinds of questions can you see being used?*
- *How could the advisor improve his questioning practice?*

Advisor: Good morning. Would you mind telling me about your farm?

Client: Well, I have a small plot of land here around my home which I work on with help from my wife and my son when he's finished school for the day.

Advisor: Is the farming going well at the moment?

Client: Hmmm, yes.

Advisor : Good. How many crops are you growing at present?

Client: Five.

Advisor: What are they?

Client: My main crop is paddy, but we also we have 2 mango trees, 1 papaya tree, and at the moment I have some tomatoes and brinjals.

Advisor: Which is the most profitable?

Client: Hmmmm I'm not sure. At the moment the price for brinjals is better than it was last month. Previously I've always got a good price for my mangos because the quality of mine is excellent, but we wait to see what it will be this year.

Advisor: Ok, so when is it that the mangos will be harvested? And, how many Kgs of tomatoes and brinjals are you producing? Are other farmers round here growing the same crops? Do you market your produce collectively with other farmers or on your own?

Client: Umm… well… can you repeat that question?

Advisor: Errm. Do you work with other farmers to collectively market your produce together?

Client: Ahh…. We have had some discussions about this in our group meetings, so far no action has come from it.

Advisor: Why do you think no action has been taken?

Client: Actually our chair person is very busy at the moment, his daughter is to be married next month and as such he has a lot of preparations related to that responsibility.

Advisor: I see. Is there anyone else who can help develop the group marketing whilst he is busy with these other responsibilities?

Client: Hmmmm, well we are a group of 20 farmers and earlier this year I was elected to be vice-chairperson.

Advisor: Oh congratulations sir, that is a great opportunity. What are your main responsibilities?

Client: I don't actually know – to be honest.

Advisor: Okay, is the group marketing something that you would be interested to work on?

Client: Ermm, yes definitely, I have heard other groups have increased their incomes a lot in this way. But I need some assistance to get started.

Advisor: Okay, I'm very happy to help. Let's start with surveying what other farmers in the group are currently growing and what crops we have in common – that would be a good starting point wouldn't it?

Client: Yes, I suppose I do.

Advisor: Good, let's get to work...!

c. Paraphrasing and Summarising

Paraphrasing and Summarising are two useful complementary skills that work well in conjunction with Listening and Questioning.

Paraphrasing

Paraphrasing is the act of using your own words to restate key points of what a speaker has said at key junctures *during* a conversation.

It has several advantages for both you (the listener) and for the speaker:

- It demonstrates to the speaker that you are listening attentively.
- It enables you to check that you have correctly understood the speaker.
- It helps you focus and retain more of the information discussed.
- It helps structure discussions by keeping the speaker on the key elements of what they are trying to communicate.
- It reflects back to the speaker what they have said, encouraging them to think deeper and come to their own learnings.
- It makes the speaker feel valued and respected.

Paraphrases often start with the following openers:

- *"So what you're saying is….?"*
- *"Do you mean that…"*
- *"What I'm hearing you say is…"*

Summarising

Summarising is the act of repeating the main key points of a discussion at its end. A good summary brings together the overall, main points of a whole discussion.

Summarising has similar advantages to Paraphrasing, in addition it beings a sense of closure to a discussion and makes clear what next steps will be taken and by whom.

Task:

- *Ask a colleague or friend to tell you about something you know is really important to them, for example, how their children are doing at school, what their childhood was like, what their plans are for a forthcoming festival.*
- *As they talk to you, try paraphrasing.*
- *Afterwards ask yourself, what difference did this make to the conversation?*
- *You could even explain to them what you did and ask whether it made a difference from their perspective.*

d. Rapport Building

Rapport building is the process of obtaining someone's trust and confidence: it is fundamental to building good relationships with people. We all do it every day with the people we meet, but as with most things, some of us do it better than others.

Task:

Can you think of someone you've met for the first time and within minutes you felt like you've known them for years and could share everything with them?

This person is an example of someone who is good at Rapport Building.

Improving our Rapport Building skills can make a big difference in improving the effectiveness of our service provision. A fundamental component of Rapport Building is body-language.

i. Importance of Body Language

Quiz:

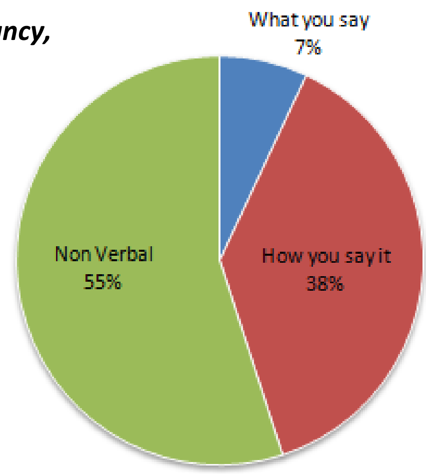
When you communicate with someone there are 3 main components to your communication:

1. What you say, i.e. the words you use.
2. How you say it, e.g. your tone, accent, pace of speech, the pauses you use.
3. Non-verbal, e.g. body language, location, dress, etc.

Question:

How much of the total message received by the person you're speaking to can be attributed to each of the 3 components?

According to UK Training Consultancy, Impact Factory, the answer is:



What are the key implications of these percentages?

- We should spend *less* time focusing on *what* we say.
- We should spend *much more* time on *how* we say it and all the *non-verbal communication* that inevitably goes with it.

Recommendations:

When you're working with a client or group of clients, ask yourself the following questions:

- What message is my body language giving right now?
- What message is my dress communicating to my client?
- How is the environment in which I'm working affecting the communication with my client?

Task:

Just like spoken and written language, Body Language varies from culture to culture.

Consider the following questions: in the cultures with which you work...

- *What kind of body language communicates to a client that you are a professional?*
- *What kind of body language communicates to a client that you are honest and trustworthy?*
- *What kind of body language communicates to a client that you are committed to helping him overcome the challenges s/he is facing?*

Body language varies from culture to culture, and often within cultures it varies between the two genders, and also with age. All in all, it's complex! Having said this, the following are some suggestions regarding Body Language that we have found useful. They won't be appropriate in all cultural contexts so tread with care.

Smiling is a powerful sign that transmits happiness, friendliness and warmth. Smiling helps people trust you. But, don't do it all the time – this isn't appropriate! However, always avoid frowning and scowling.
Eye contact is one of the most important aspects of body language, particularly when we're with people we have just met for the first time. Maintaining eye contact shows you respect a person. But don't let your friendly eye contact become staring as this makes people feel nervous and wary of you. Less eye contact makes people think you're uninterested and you're looking elsewhere because you are bored.

The right **posture** makes you feel better and it communicates a positive message to whoever you're communicating with. Sitting or standing in a slouched mode makes you look surly and uninterested. Stand straight and you will feel and look bright and confident.

The way you hold your **arms** will tell people how open and receptive you are to them and to what they say. To show that you are open and welcoming to people and new ideas do not cross your arms in front of your body – keep them to your sides or behind your back. The way you move your arms when you speak also tells people about your character. Move your arms around a lot and people will think that you are a big, loud and confident character. If you are quiet, your arms will be held tight in close to your body. Try and find a happy medium between the two.

The way that you **angle your body** shows how you feel about people. When you angle towards someone it shows that you are interested in them and what they have to say. Lean away from someone and it shows you think the opposite.

Distance from others is crucial if you want to give off the right signals. If you stand very close to someone you ought to be very friendly and close emotionally to them. If you are too close people may find it intimidating. You should to notice how people react to your position. If you are too close they will try to move away. If you are too far away then people will think you are too distant and perhaps uninterested.

Mirroring is a common technique that is used both consciously and subconsciously. Mirroring someone's body language indicates that you are in sync with them – it shows you are comfortable with them. You can use mirroring to subconsciously indicate to your clients that you understand them and sympathise with them.

Task:

Think about the clients that you work with, what do the following bits of body language mean to them:

- Standing with your hands on hips.
- Scratching your head.
- Touching your nose.
- Nodding your head.
- Walking with your hands in pockets.

Now think about the body language your clients use with you,

- *What are common examples that you experience?*
- *What do these signify to you?*

ii. Sensitivity towards Cultural Context

Working in a way that is sensitive towards cultural context is absolutely essential to being an effective Service Provider. We mentioned it briefly when we talked about Body Language in the section above.

Cultural Sensitivity has two components:

- A recognition that there are differences and similarities between cultures.
- An acceptance that difference, in and of itself, is neither good nor bad, neither better nor worse.

Because cultures are so diverse it is impossible to give a comprehensive list of do's and don'ts. Instead, what we can offer here is a selection of questions to guide thinking to guide thinking and develop cultural sensitivity.

Questions to Guide Thinking and Develop Cultural Sensitivity:

Thinking about the contexts in which you normally work:

- What are the different cultural groupings in this geographical area?
- What would you say are the main differences and similarities between the cultural groups?
  - How do you know about these differences and similarities? Is it based on direct first-hand experience, on media reports, on gossip, on other sources?
- How much interaction occurs between these cultural groups, what is the nature of the interaction?
- When you work with the different groups, are there certain behaviours that are appropriate with some, but not other cultural groups?
- What are the gender roles within the different cultural groups?
  - Should you behave in different ways with men and women within these different groups?
- What stereotypes and prejudices are commonly held about the groups you work with?
- What stereotypes might they have about you? How might this affect how they work with you?

4. Clients

Key Questions:

Why do we need to understand our clients?

In what ways can we improve our understanding of our clients?

Clients (for example-farmers) are the heart of all service provision. Even for us non-commercial service providers (for example, government officers or NGO workers), we do what we do *because of* our clients. Our visions and missions are completely entangled with them, and as such, we can only do what we do well, if we thoroughly and whole-heartedly understand them. Understanding is key!

Here are introductions to two tools which can help you better understand your clients.

Try them and share them with your colleagues.

Empathy Mapping

Intro

Empathy Mapping is a simple tool that helps you put yourself in your client's shoes and understand their reality. Doing so enables you to see *their* situation from *their* perspective. Likewise, it also enables you to see *your* service from *their* situation.

In this way it enhances your understanding and enables you to improve what you do.

Process:

Step 1

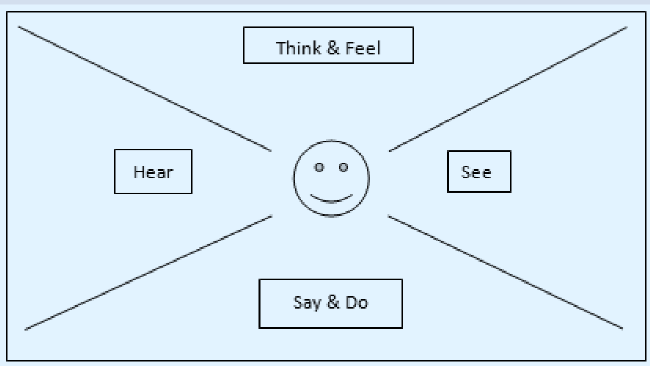
Draw a circle in the middle of a piece of paper. Think of a typical client, draw a picture that represents this client in the circle (this doesn't need to be a beautiful artistic creation, even a stick man with facial features will suffice). Give this typical client a name.

Step 2

Divide the space around your client into 4 quarters. Add the following labels:

- Top quarter: *Think & Feel*
- Bottom quarter: *Say & Do*
- Right-hand quarter: *See*
- Left-hand quarter: *Hear*

At this stage your map should look something like this:



Step 3	Now it's time for the empathy part!
	Put your own thoughts and feelings to one side, place yourself in your client's shoes. Ask yourself, what is it like to be them?
	Take each of the quarters in turn, write down all your thoughts in response to the following questions:
	1. *What does s/he think and feel?*
	    o *What is of most importance to him/her?*
	    o *What are his/her aspirations and ambitions?*
	    o *What worries or concerns him/her?*
	2. *What does s/he see?*
	    o *Can you describe where s/he lives – what is his/her environment like?*
	    o *Who are the people that s/he spends most time with? Can you describe them briefly.*
	    o *What challenges does s/he encounter on a daily basis?*
	3. *What does s/he say and do?*
	    o *What activities occupy the majority of his/her time?*
	    o *What does s/he like to talk about when with her/his friends?*
	    o *What is his/her attitude to life generally? What are the important cultural/religious factors that shape this?*
	4. *What does s/he hear?*
	    o *Who are the most influential voices in her/his life?*
	        ▪ *What things do they influence him/her about?*
	        ▪ *Why are these particular voices so influential?*
	    o *Which media influences her/him (TV, radio, etc)?*
	Try and write your answers/thoughts as your client would express them him or herself, i.e. try and use the kinds of words and phrases s/he would use.

Step 4	Add another 2 sections to the bottom of your Empathy Map: *Pain* and *Gain*.
	Ask yourself the following questions and write all your thoughts on your map:
	• What is the client's PAIN?
	    o What are her/his biggest frustrations?
	    o What obstacles stand between her/him and what s/he wants or needs to achieve?
	    o Which risks might s/he fear taking?
	• What does the client GAIN?
	    o What does s/he truly want or need to achieve?
	    o How does s/he measure success?
	    o Think of some strategies s/he might use to achieve her goals?

Step 5	Step back from your Empathy Map. Review it by thinking about the following questions: • *What is the map telling me?*

	• *Is there anything on the map that surprises me?* • *Which parts were the most difficult for me to complete? What does this tell me about how well I know my client?* • *What are the implications of this information for my service provision?* If possible, ask a friend or colleague to review it as well. What impression does it give them and what implications do they see arising from it?
Final Notes	• *Empathy Mapping gets easier the more you do it!* • *You may find it difficult to think of one single typical client, in which case we recommend thinking about client groups and doing an Empathy Map for a typical client from each group.* • *Finally, it should also be noted that the questions listed above are not set in stone. Feel free to amend, remove or add questions to each of the 4 quarters. Share these with your colleagues, they may have other suggestions and ideas of their own.*

Client Segmentation

Intro	Client Segmentation is a simple process by which a service provider subdivides his/her clients into groups that share common characteristics. The process has become very popular especially amongst commercial businesses who want to understand which of their client groups show the most potential for business growth. However, even for non-profit seeking service providers the process is very useful. It helps us understand how best to tailor our services to different groups of clients, thereby encouraging us to adapt according to client needs rather than treat all clients as the same.

Process
Step 1
	First think about *how* you would like to segment your clients. There is no one single way to do this, nor is there one best way to do it. We recommend starting with a simple demographic segmentation, here are some suggestions:
	• By age.
	  ○ For example: under 25 yrs, 25 – 45 yrs, 45 + yrs.
	• By gender
	• By household composition.
	  ○ For example: Married couples with children; Married couples without children; Women-headed households; Single people.

Step 2	Draw the following table and fill in as much detail as you can in response to each question.

	Segment 1:	Segment 2:	Segment 3:	Segment 4:
Describe these clients: what do I know about their lives?				
What are the gaps in my knowledge, i.e. what do I not know about their lives?				
What services do they need? (include services that you don't provide).				
How do they need services to be provided to them? (e.g. when (what time of day, what time of year), where (in their own home, in a communal area, in a quiet place), in what language?)				
What should I do to my service offer for this client segment?				

Step 3

Repeat the process above, but choose a different criteria by which to segment them. You could choose another demographic criteria or something completely different. Some more suggestions:

- By wealth
  - For example, income brackets, or asset ownership,
- By farm size
  - Example: land less, marginal, small, medium and large
- By farm category

  Example: crop, fisheries, livestock
- By education level.
- Position within the community.

Step 4

Repeat the above process as many times as you feel necessary. Once this is complete you should have several Segmentation tables.

Step back and review the information.

- What does it tell you about how to improve your service provision?
- What steps will you take to improve and by when and how?

Again you may find it helpful to ask a friend or colleague to review the information. What are their reflections on it?

Final Notes

- *Like Empathy Mapping, Segmenting Clients gets easier the more you do it!*
- *Doing the process with a colleague can make it more fun and more detailed: 2 brains are usually better than 1!*

5. Capacity Building

As Service Providers, most of us are involved in capacity building in one form or another. Many of us are Advisors, or Trainers, or Mentors, or all three! This chapter introduces some key concepts and skills that we have found useful in our own capacity building work.

5.1 How do people learn?

Capacity Building is all about helping people to improve their ability to do what they do. In other words it's about *learning*. But the process of learning shouldn't be taken for granted. Educationalists, psychologists and philosophers have been thinking and debating how people learn for hundreds, perhaps thousands of years.

Task:

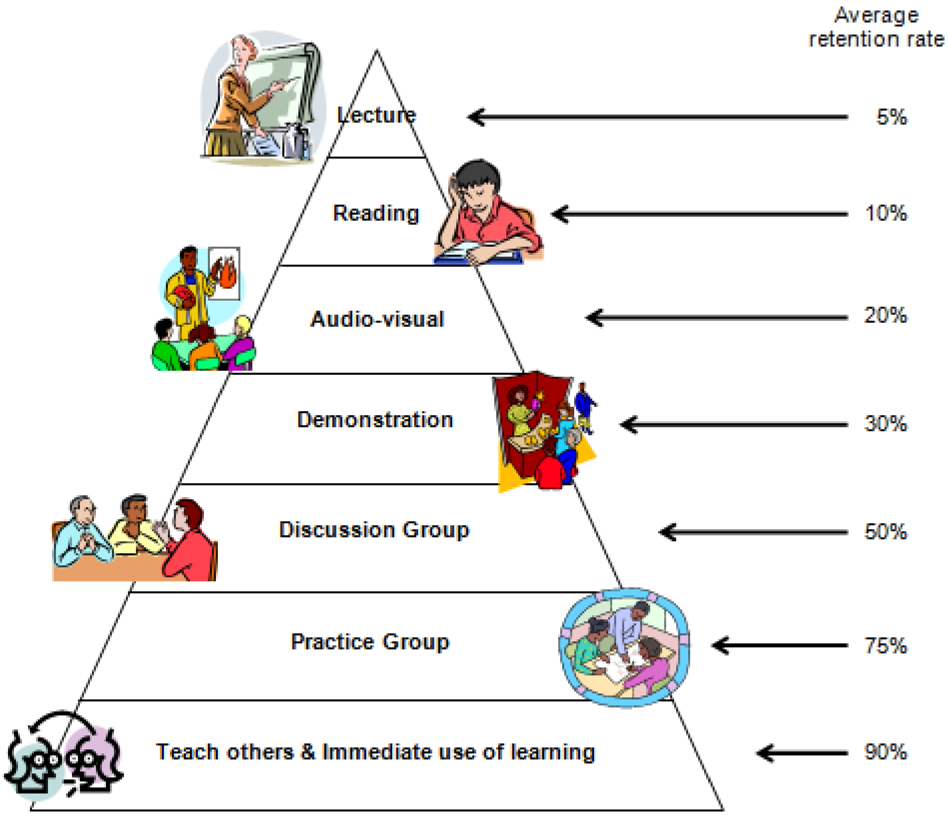
Think about your own experiences of learning.

- What have been the best experiences for you, i.e. where you've learnt the most?
- What have been the worst, i.e. where you've learnt the least?

- ***For each of these examples, what methods did you use to learn?***
- ***In each case, what was it about these methods that made the experience successful or unsuccessful?***

The Learning Pyramid

In the early 1960s the National Training Laboratories at the University of Maine in the USA undertook research to determine which methods of learning are most effective. There results have been summarised in the diagram below, *The Learning Pyramid*.



The research demonstrates that when participants are **passively** 'learning' they retain less information. Attending lectures, reading, attending an audio-visual presentation, watching a demonstration – these are all passive learning experiences: participants are present only to **receive information**.

In contrast, the learning methods towards the bottom of the pyramid are **active** learning experiences. Participants are **involved** in the learning process in discussions, practice groups, teaching others, and immediately using learning: they are **engaging with**, and **experiencing** and **implementing** learning.

The Learning Pyramid has been criticised by many theorists since it was first published. Certainly the exact percentages should not be considered to be set-in-stone, they are afterall only averages. In addition, in cultural settings where there is a strong oral tradition for example, retention rates from lectures are likely to be higher than 5%. However, our experience has shown that as a *guiding principle,* more active learning experiences are generally more effective than passive ones.

Key Principles:

- Active learning is *more* effective than passive learning.
- When learners *engage with*, *experience*, and *implement* ideas and information, they learn more.

Kolb's Learning Cycle

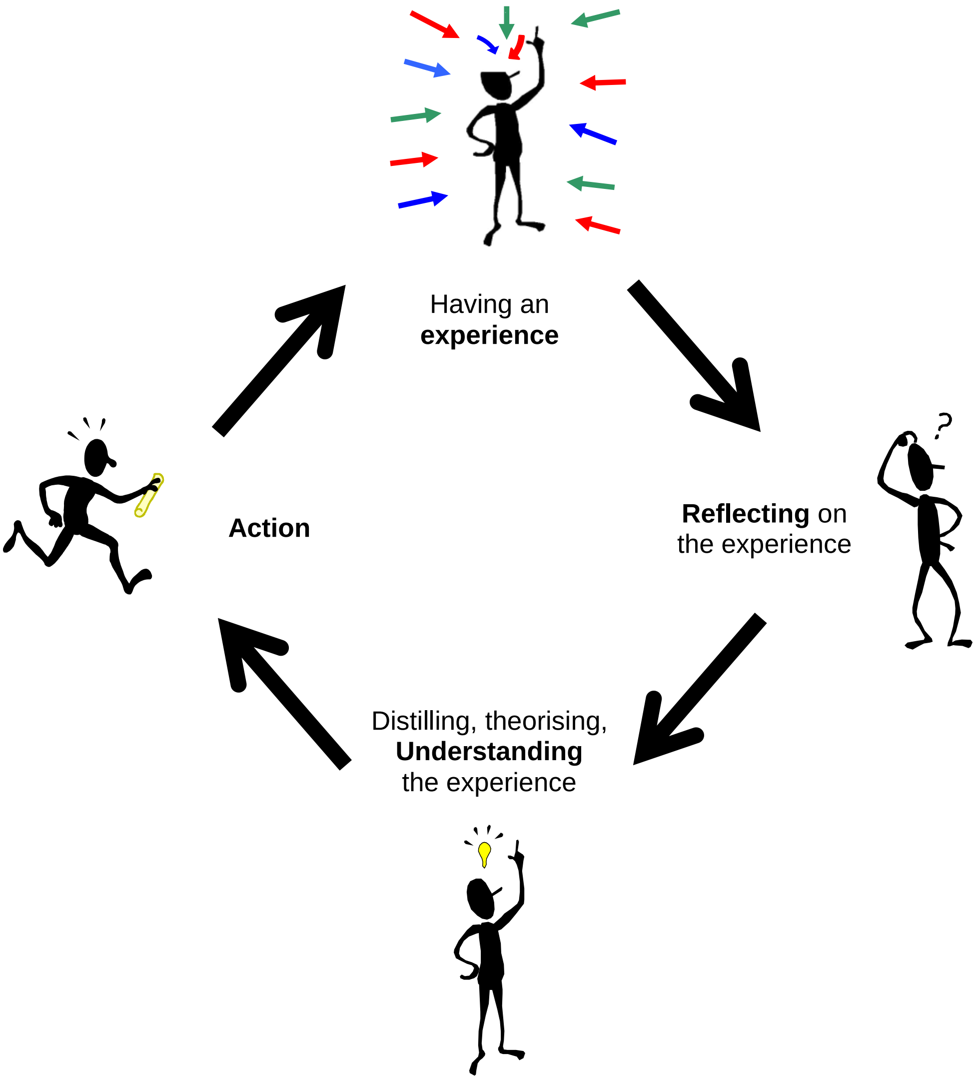
Building on the principle of Active Learning, in 1984 American educationalist Professor David Kolb of Weatherhead School of Management, published his now famous model of experiential learning. It has become known as the '*Kolb's Learning Cycle*' and underpins many professional training courses.

In Kolb's model, learning involves a four stage process:

- → Having an *Experience*
- → *Reflecting* on that experience
- → Distilling or theorising the experience to obtain *Understanding*
- → Putting that understanding into *Action*.

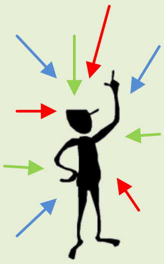
'Learning is a process whereby concepts are derived from and continuously modified by experience.' Kolb

Kolb's Learning Cycle



Stages of the Kolb’s Learning Cycle

Experience



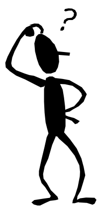
‘Experience' is the first 'doing' component of the cycle. It is about direct practical experience of something.

The important elements of the ‘Experience’ stage are:

- Doing
- Engaging all individuals
- Creating a shared starting point for discussion

When working with a group, it may be that all members have a shared experience but all give very different accounts of that experience. This is not a problem: the Kolb’s Cycle doesn’t require that everyone has exactly the same experience.

Reflection



The ‘Reflection’ stage tends to involve one, or several, of the following:

- Reflecting on the results of the Experience, including personal observations and feelings.
- Thinking about what the meaning of the Experience is.
- Discussing what happened, how and why.
- Considering different perspectives on the same experience.

Most people need to articulate their thoughts in some systematic way so that they remember what they thought and build on that as part of the learning process. The trainer’s role involves facilitating, supporting and structuring that process.

Understanding

Reflections need to be processed. Theorising and distilling is the process of making sense of our reflections. It is this process that leads to ‘Understanding’.

This stage usually involves:

- Distilling ideas and thoughts into concepts.
- Producing a theory that explains what happened.
- Assembling reflections into a model that can be tested or used.

Action

The ‘Action’ stage of the cycle is the second ‘doing’ component of the cycle. It involves *utilising* the theory, model or abstract conceptualisation: it tests it by putting it into practice.

This stage involves:

- Application
- Testing
- Acting
- Using
- Experimenting

This process of ‘Action’ can then become a new ‘Experience’ that learners then ‘Reflect on’ and reach ‘Understanding’ from: i.e. the process is a cycle.

- Kolb argues that the learning process can begin at *any* of the four stages. What is most important is that for learning to occur, *all* four stages *must* be covered.
- In addition Kolb argues that the process can occur across different durations of time: sometimes the learning cycle may require just a few minutes, sometimes a few hours, sometimes days, sometimes even weeks or even months. Every stage doesn't have to happen in the training room or classroom setting.

Task:

Think back to a learning experience you have had recently, one where you were the learner.

- *Did it follow the Kolb's cycle?*
- *What did you do at each stage of the cycle?*

Think back to a topic you have recently provided Capacity Building support to your clients on.

- *Could you provide the same support but structure it around the Kolb's Learning Cycle?*
- *How would the support be different to how it was delivered previously?*

Further Reading:

Kolb, D. (1984). *Experiential Learning: Experience as the source of learning and development.* Englewood Cliffs, N.J.: Prentice Hall.

Website: http://learningfromexperience.com/

5.2 Different types of learner

Different people like to learn in different ways. This chapter looks at two different models for understanding learners' personalities and preferences. Understanding people's preferences enables you as a Service Provider to tailor any capacity building support to their preferences and thereby increase its effectiveness. This becomes more difficult when working with groups, but understanding these two models will enable you to provide a variety of learning experiences that suit the various personality types in the group.

Visual-Auditory-Kinaesthetic (VAK) Model

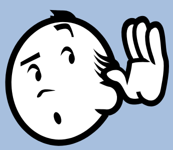
Self-Assessment Part 1:

- Imagine you have just purchased a new camera. The model is not one you've used before. In order to learn how to use it which of the following processes would you prefer:
  1. Carefully read through the manufacturer's instruction manual first.
  2. Ask a friend who has used the same model to explain how to use it.
  3. Unpack the camera from its box and just have a go.

- You have preparing a meal for some friends. One of your friends has quite specific dietary requirements so you are planning to make something you haven't cooked before. Which of the following would you do:
  1. Look up a recipe in a recipe book and follow the instructions carefully.
  2. Call a friend who is a good cook and ask for his instructions over the phone.
  3. Follow your own instinct: you know what your friend can and cannot eat, so it is just a question of mixing together appropriate ingredients and tasting it as you go.

- You have agreed to meet a client in a part of the city you are not familiar with. You know roughly where you're going but not exactly. Which of the following would suit you best:
  1. To look up the exact location on a street map and follow this.
  2. Ask someone on the street for directions.
  3. Follow your nose and perhaps use a compass.

The VAK model suggests that most people display a preference towards one of three learning styles: visual learning, auditory learning, or kinaesthetic learning. The three styles are explained in the table below.

Visual 	People with a preference towards a *Visual* learning style like learning experiences that utilise a lot of seeing or reading. So for example, they will be most comfortable with training activities that use some of the following: • Pictures • Diagrams • Demonstrations • Video Clips • Displays • Handouts • Drawing • Case-studies
Auditory 	People with a preference towards an *Auditory* learning style like learning experiences that utilise a lot of spoken words and/or sounds, i.e. they like listening. So for example, they will be most comfortable with training activities that use some of the following: • Lectures • Discussions • Music and song • Story-telling • Question and answer
Kinaesthetic 	People with a preference towards a *Kinaesthetic* learning style like learning experiences that utilise physical experience: touching, feeling, holding and doing things. So for example, they will be most comfortable with training activities that use some of the following: • Puzzles • Role-plays • Demonstrations with a practical element • Simulations of real events/tasks • Taking something apart to understand its components then putting it back together

Self Assessment Part 2:

Looking back at the 3 scenarios we gave you at the beginning of the section, which learning style do you think you are?

- If you answered the 3 questions mainly with the first option, you are a Visual learner.
- If you answered the 3 questions mainly with the second option, you are an Auditory learner.
- If you answered the 3 questions mainly with the third question, you are a Kinaesthetic learner.
- It may be that you didn't have a preference towards a single learning style and actually you're answers are quite mixed. This is fine, it would suggest that your preferred learning style varies depending on the task you are faced with!

Is there a contradiction between the VAK model and Kolb's Learning Cycle?

The emphasis on 'experience' in the Kolb's model is sometimes mistakenly taken to mean that the Kolb's Learning Cycle favours Kinaesthetic learning over Visual or Auditory learning. However, this isn't actually the case

- The 'experience' part of the Kolb's cycle, *may* include a direct practical experience of a situation or task, in which case it would in most cases be a Kinaesthetic experience.
- However, this 'experience' could also involve a *written case-study* that *describes* somebody's experience of a situation or task – in this case it would be a Visual learning experience. Or it might involve a *video-clip*, i.e. another Visual approach.
- Equally, the 'experience' may involve a group of participants *discussing* their experience of a task or situation – this would be an Auditory learning experience. Or, it may involve *listening to a song* which describes someone's feelings about their situation or a task they do, again this would be an Auditory learning experience.

Key Principles:

❖ Generally people have a preference for either a *Visual*, *Auditory* or *Kinaesthetic* learning experience.

❖ When working with a group, ensure your training includes *a selection of each* to keep all group members engaged.

❖ The 'experience' part of the Kolb's Learning Cycle can be explored by Visual, Auditory or Kinaesthetic activities.

❖ Remember, *active* rather than *passive* learning is most effective. Organise training sessions using the VAK model, but ensure your participants are actively engaging with the subject matter, and are not just passive recipients of information.

Honey & Mumford Model

Building on Kolb's work on Experiential Learning, Honey and Mumford developed their theory of four types of learner: Activists, Reflectors, Theorists and Pragmatists. These four types link neatly with the stages of the Kolb's Cycle. The following table explains them.

Type	Strengths	Challenges	Activity Preferences
Activist An Activist Learner is someone who likes to learn by doing. They tend to get fully involved in activities.	• Flexible and open minded. • Likes new experiences. • Enthusiastic about anything new. • Unlikely to resist change. • Likes immediate results.	• Rushes into action without thorough preparation. • Often takes unnecessary risks. • Tend to undertake too much themselves. • Likes to be centre of attention	• Brain-storming • Problem Solving • Group Discussion • Competitions • Role-plays • Team Games
Reflector A Reflector Learner likes to observe and view experiences from various perspectives, taking time before reaching conclusions.	• Careful, thorough and methodical. • Thoughtful and tolerant. • Good at listening and understanding information. • Rarely makes assumptions. • Actions tend to be based on the big picture .	• Tends to hold back from direct participation. • Slow to make decisions. • Tend to be cautious and risk averse. • Not assertive. • Can seem distant.	• Paired discussions • Personality Questionaires • Observations • Coaching • Debates • Research
Theorist A Theorist Learner likes to understand the theory behind things. They use models, concepts and facts to understand the world.	• Logical thinker. • Good at compiling different facts into understandable theories. • Rational and objective. • Good at asking probing questions 'why, how'. • Disciplined approach. • Like clear mental pictures.	• Less able to be creative. • Low tolerance for ambiguity, uncertainty, disorder. • Can be seen as a perfectionist. • May reject anything subjective or intuitive.	• Models • Theories • Statistics • Case-studies
Pragmatist Pragmatist Learners like to put learning into practice. They like empirically testing abstract concepts and theories.	• Experimental. • Links theory with practice. • Keen to test things in practice. • Practical and realistic. • Businesslike – gets straight to the point.	• Tends to reject anything without an obvious use. • Not very interested in theory or basic principles. • Impatient with reflective or open-ended discussions. • Task-oriented rather than people-oriented.	• Case-studies • Problem Solving • Focused discussions. • Exposure visits • Meeting Experts

Self Assessment:

Which of the above four learning styles best describes you? Make a self-assessment and then ask a colleague for their view, do they agree with your assessment?

As with the VAK model, Honey and Mumford's Learning Styles model is just that, *a model*. Models help us understand the world, they provide us with a key which we can use to help unlock greater insight, but they shouldn't be taken as perfect truth. We highly recommend using these two models as you think about your clients and how to most effectively work with them on capacity building initiatives, but don't be limited by these models.

Task:

Think about a client you are currently working with.

- *Which of the four Learning Styles best describes him/her?*
- *Now you've made that assessment, could your capacity building support be tailored in light of this assessment to make it more effective?*

Further Reading:

Honey, P. & Mumford, A. (1982). *Manual of Learning Styles*. London: P Honey.

5.3 Three approaches to working closely with clients

When it comes to working one-to-one or with small groups of clients, we have come to believe that, broadly speaking, there are three ways to do this. No *one* way is better than the others, and in our experience most Service Providers use a mixture of all three depending on their clients' needs and the topics they are working on. However, what we have found is that by exposing Service Providers to these three approaches, they are then able to make more conscious and informed decisions about which approach to use when.

Task:

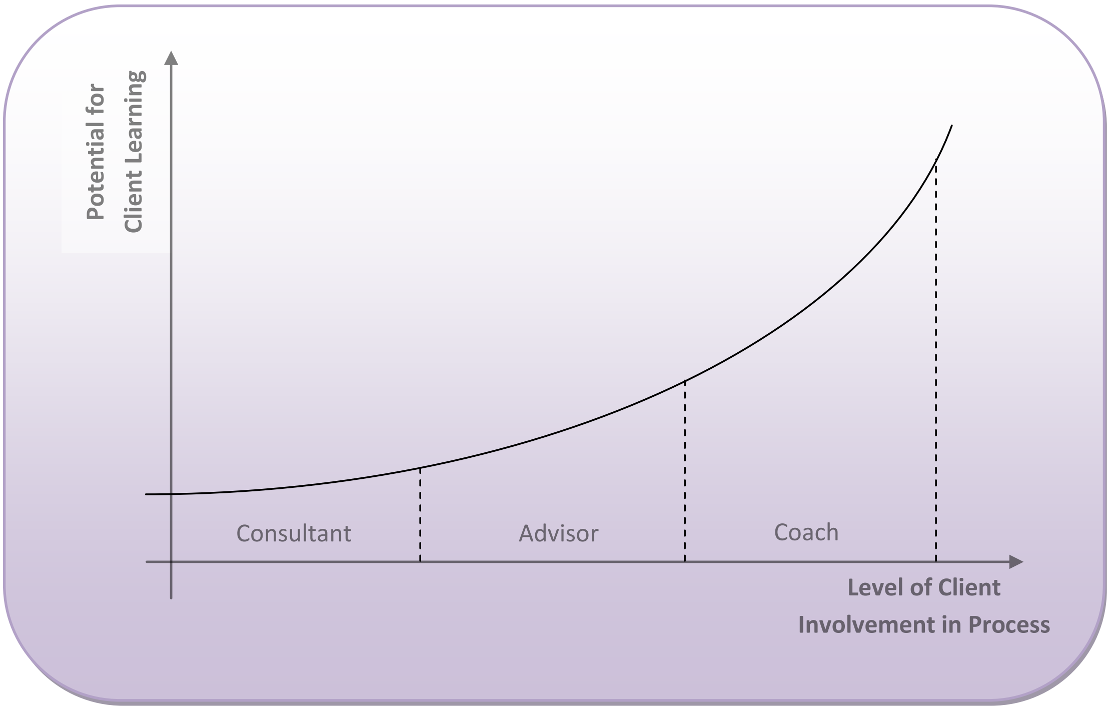
Imagine three people are all facing the same problem. They each go to a different Service Provider to ask for help.

- Person A meets Service Provider X and explains the problem to him. Service Provider X confidently takes away the problem and assures Person A that he will return in a few days with the problem solved for him.
- Person B meets Service Provider Y and also explains the problem to him. Service Provider Y thinks over the problem carefully and then gives Person B step-by-step instructions about what he must do in order to solve it.
- Person C meets Service Provider Z and he also explains the problem to him. Service Provider Z looks interested but puzzled!
    - He asks Person C to explain it in more detail. Person C does so.
    - Service Provider Z then asks some specific questions about key elements of the problem. Person C has to think hard about these questions, but after doing so he answers and as he does so he begins to see the problem from another perspective.
    - Service Provider Z summarises what he has heard, as he does so Person C begins to understand the problem more clearly himself. He starts talking excitedly about things he could try that might solve it.
    - Service Provider Z asks some specific questions about these possible solutions, in answering these Person C begins to see which are most likely to be effective.
    - Person C leaves the meeting inspired to try these solutions for himself.

- ***If you were to characterise the service that each Service Provider has provided to his client in the above scenarios, what words would you use?***
- ***In which scenario do you think the client has had the most involvement in solving his own problem?***
- ***In which scenario do you think the client has learnt the most?***
- ***How realistic are these scenarios in your experience?***

We characterise these three approaches to working with clients as: Consultancy, Advising, and Coaching. The following table summarises the key differences between them.

Consultancy	• A consultant ***"does for"*** his client. • The consultant has the solution and he uses his time, energy and skill to solve the problem for his client. • His service is the **provision of a solution.** • If the client experiences the same problem again, he would need to return to the consultant and request the consultant provide the same service again.
Advising	• An Advisor **"tells"** his client. • The advisor knows the solution and he uses his time and energy to explain to his client what action the client should follow to solve the problem. • His service is the **provision of information** which if followed will solve the problem. • If the client experiences the same problem again, he might be able to remember the advice and follow it again, or he may need to request a short follow-up from the Advisor.
Coaching	• A Coach ***"enables"*** his client. • The coach uses his time, energy and skill to explore the problem <u>with</u> his client. This process enhances the client's own understanding of the issue. **Together** they explore possible solutions and the client then implements the solution himself. • The coach's service is the **facilitation and management** of the **problem solving process**, but not the provision of the solution itself. • If the client experiences the same problem again, he is likely to be able to follow a similar process himself independently of input from the coach.

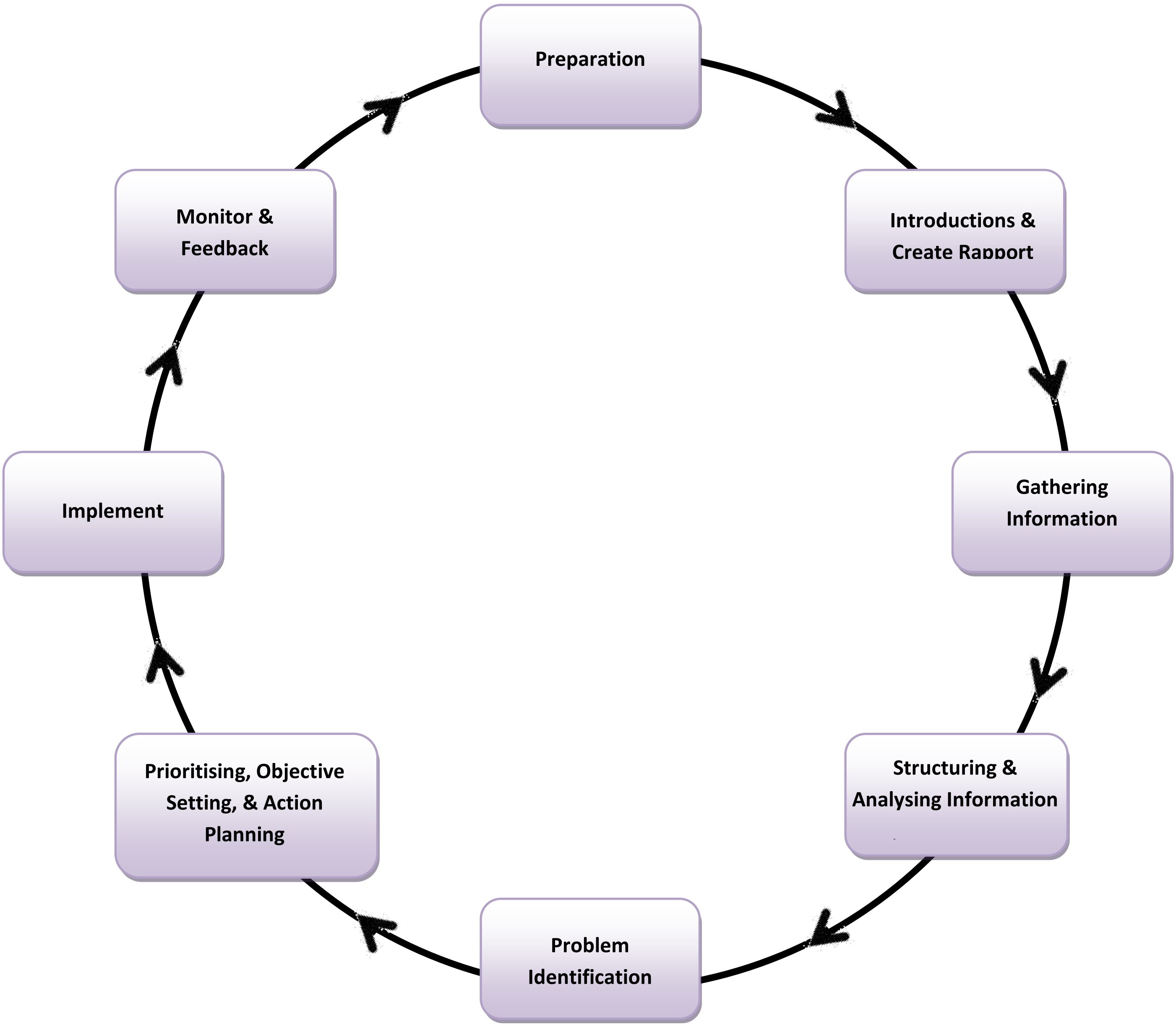


Potential for Client-Learning

We believe that the *level of involvement* of a client in these three different approaches corresponds with the potential level of *client-learning* that can take place. As the client's involvement in the process increases so does the potential opportunity for learning. This in part relates to our conviction that more active processes constitute more effective learning experiences (see section 6.1 above). The graph above attempts to represent this pictorially.

The Coaching Process

The coaching process follows a cycle, represented in the following diagram. See the table below it for further detail on each stage.



Stages of the Coaching Cycle	
Preparation	• Prepare your mind, prepare your resources, prepare the logistics. • Ask yourself: ○ *What are your objectives for the coaching process?* ○ *How will you conduct the first five minutes?* ○ *What do you know about your client?*

<table>
<tr><td>Introductions & Create Rapport</td><td>This stage is like to include some or all of the following:
Introductions, icebreaking, objective setting, agenda setting, establishing confidentiality, contracting.
The most important thing to begin with is to build rapport and start to understand your client’s situation.</td></tr>
<tr><td>Gathering Information</td><td>The Gathering information stage involves using:
Open questions to gather a general overview of the situation.
Listening and observing body language.
Checking understanding using paraphrasing and summarising.
Note taking.
Probing questions to understand specific issues in more detail.
Some of the tools covered in section ... below will be useful at this stage.</td></tr>
<tr><td>Structuring & Analysing Information</td><td>At this stage structuring and analysing information will bring out new insights on the situation for both you and for your client.
More questioning, listening, paraphrasing and summarising will be used here.
Again, some of the tools covered in section 6 below will be useful at this stage.</td></tr>
<tr><td>Problem Identification</td><td>At this stage your role is to support the client in their own process of problem identification.
Tools such as Problem Tree, Why why? and the creative thinking tools covered below in section 6 will be useful at this stage.</td></tr>
<tr><td>Prioritising, Objective setting & Action Planning</td><td>After the problem identification stage it is likely that the client will have identified a number of problems.
Help your client prioritise the problems which will be dealt with first.
Your client can then set objectives and develop a realistic action plan with your guidance.</td></tr>
<tr><td>Implement</td><td>Your client is now ready to take action.</td></tr>
<tr><td>Monitor and Feedback</td><td>With your client, evaluate the action that has been taken:
Did it achieve its objectives?
Is any further support needed?
Does the action plan need to be amended?</td></tr>
</table>

Practicalities of Coaching

- Effective Coaching requires very well-developed *soft-skills*. The skills we covered in section 3 above are absolutely crucial to this process: listening, questioning, paraphrasing, summarising, and building rapport.
- Coaching can be a slow process. At times, either the client or the coach, or even both, can become frustrated. It takes patience.
- Whilst coaching is not appropriate for *all* one-to-one and small-group capacity building situations, the potential that it offers for developing clients' own problem-solving skills and the way that it enhances ownership on the part of clients enables it to be an extremely effective long-term strategy. We advise all Service Providers to try it with their clients where they feel it's appropriate.

Coaching Tips

- Be *patient* and take things slowly.
- Develop your *questioning* skills: think about what kinds of questions you need to ask and how you'll ask them.
- *Paraphrase* and *summarise*: it's helpful for you and for your client.
- Explore the tools covered in section 6 below. Try them *with* your client: work on them together.
- Make the process *interactive*: remember this is primarily about your client's learning and development.

<u>**Further Reading:**</u>

Hardingham, A. (2004). *The Coach's Coach: Personal development for personal developers.* London: Chartered Institute of Personnel and Development.

5.4 Mentoring

Key Question:

What do we mean by the term "mentoring"?

We have already introduced the terms "consultant", "advisor" and "coach" as three distinct but related approaches to building capacity. As already mentioned, each approach has its advantages and each is appropriate for different tasks. Most capacity building Service Providers use a mixture of the three depending on the need.

We use the term "mentoring" as a catch-all term to describe the work of Service Providers who are building capacity on a one-to-one basis and utilising each of the three modes (consultancy, advice and coaching) as required.

As such, mentoring requires the core skills discussed in section 3 above, it draws upon the models described above in this section, and it utilises the tools described below in section 6.

We strongly advise all mentors to keep a mentoring diary as they provide mentoring support to their clients. This document is used to record topics covered, tools used and progress made. The following page includes a sample page from a mentoring diary. We recommend using one of these to record every mentoring session provided. Feel free to amend and adapt the sections of the diary to improve its suitability to your work.

<table>
<tr><td>Mentor:</td><td>Client:</td><td colspan="2">Date & Time:</td><td>Location:</td></tr>
<tr><td colspan="5">Objectives of the Mentoring Session:</td></tr>
<tr><td colspan="5">Key topics discussed:</td></tr>
<tr><td colspan="5">Progress being made by the client:</td></tr>
<tr><td>What tools were used during the session?</td><td colspan="2">What was the client’s reaction to the tools?</td><td colspan="2">What are the Mentor’s learnings re using these tools?</td></tr>
<tr><td colspan="2">Agreed Next Steps for the client:</td><td colspan="3">Next steps for the coach:</td></tr>
<tr><td colspan="2">Date & Time of next meeting:</td><td colspan="2">Location:</td><td></td></tr>
</table>

6. Effective Service Provision: Tools

In this chapter we outline a selection of tools that we have found to be very useful for different areas of service provision work. Please try them in your own work, and if you know of any others, please do share them with us, we are always looking to expand our repertoire!

6.1 Tools for Information Gathering & Analysis

Mind Maps

Purpose

- Mind Maps are a simple but very effective means of **recording information** provided by a client or group of clients.
- They enable information that is given in an unstructured way to be given a **simple accessible structure** whilst it is being recorded.
- Mind Maps can also be used to **generate new ideas.**

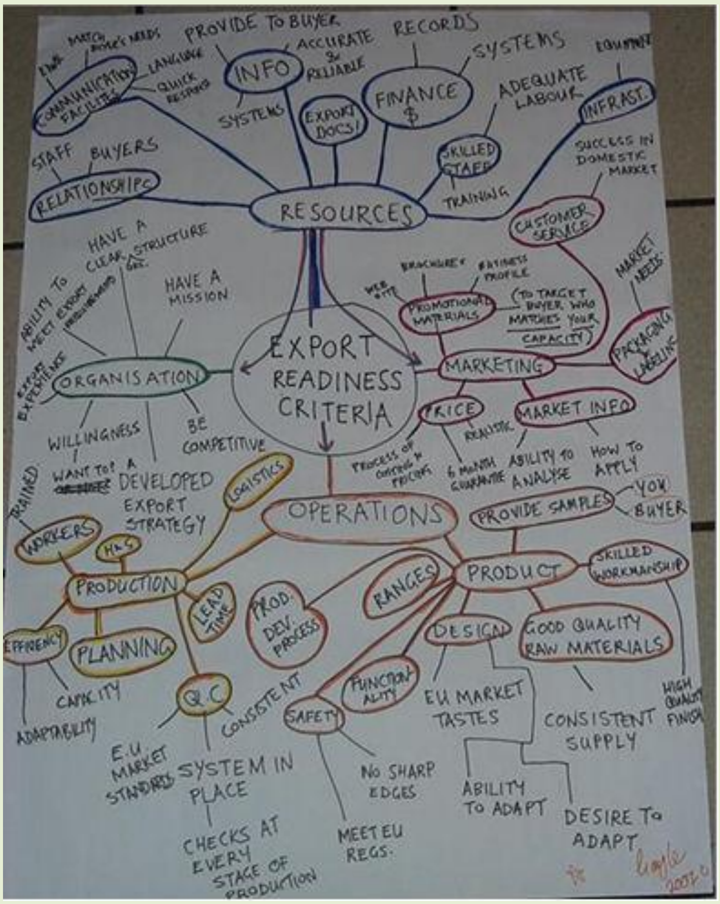
Intro

A Mind Map is like a tree, it has branches that reach out from a central topic. These branches connect to sub-topics, which in turn have branches that reach out to detailed pieces of information.

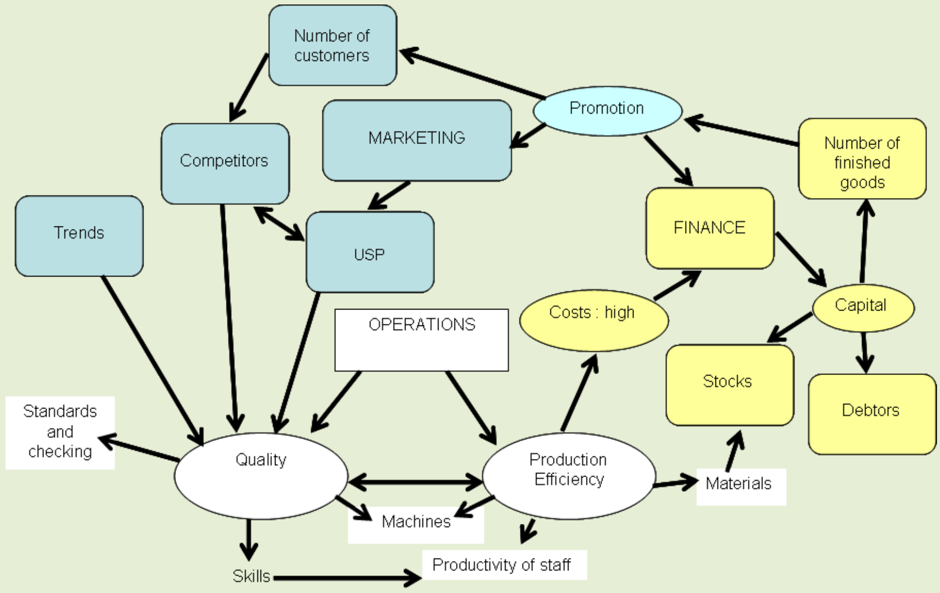
Example

This is an example of a real-life hand-written mind-map.

Can you see the central topic and the main sub-topics branching off from it?

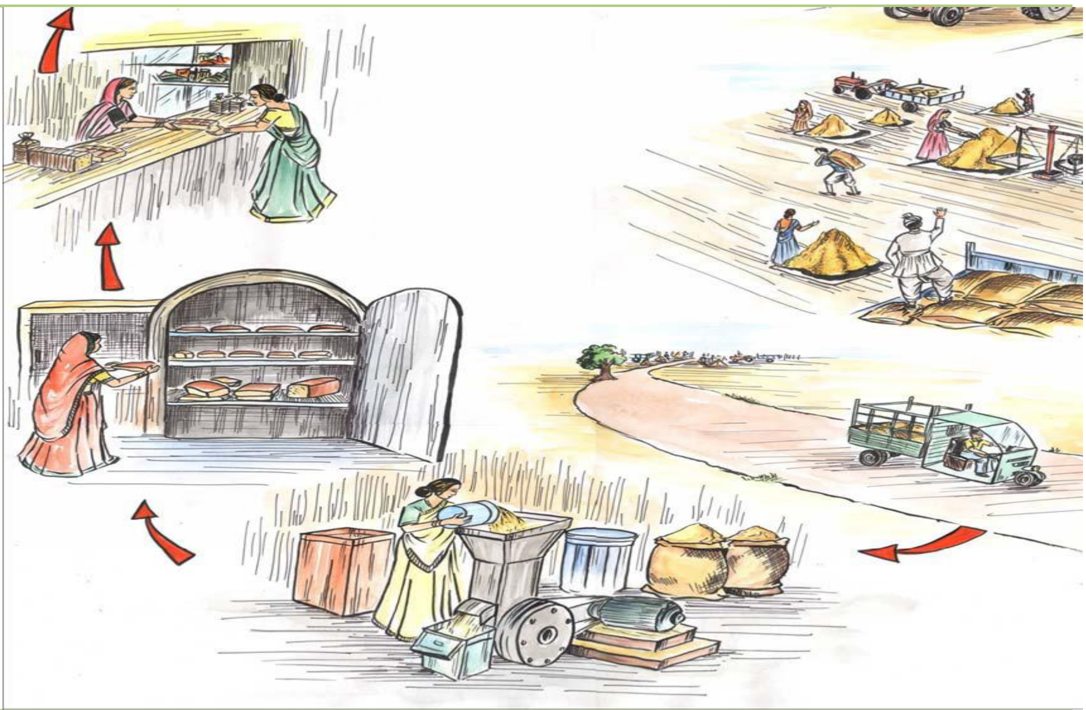


Mind Maps can also be produced on computer. MS Word and Powerpoint can be used

	to draw them; specialist software is also available. 
Step 1	Start with your central topic. Write this in the centre of your paper and draw a circle around it.
Step 2	Write your sub-topics in the space around your central topic. Connect these to the central topic with lines.
Step 3	Write the details related to each sub-topic in the space around it. Connect these to the sub-topics with lines.
Step 4	Continue this process. More sub-topics and details can be added as they are mentioned or spring into your mind. As your Mind Map grows you may find that some of the details around one sub-topic also relate to other sub-topics, use additional lines and arrows to indicate these connections.
Final Notes	• *Use colours to differentiate your sub-topics.* • *Use Mind Maps created during meetings with clients to help you summarise at the end of the meeting. They can also be a useful tool at the beginning of a meeting to summarise what was covered in the previous one.*

Rich Pictures

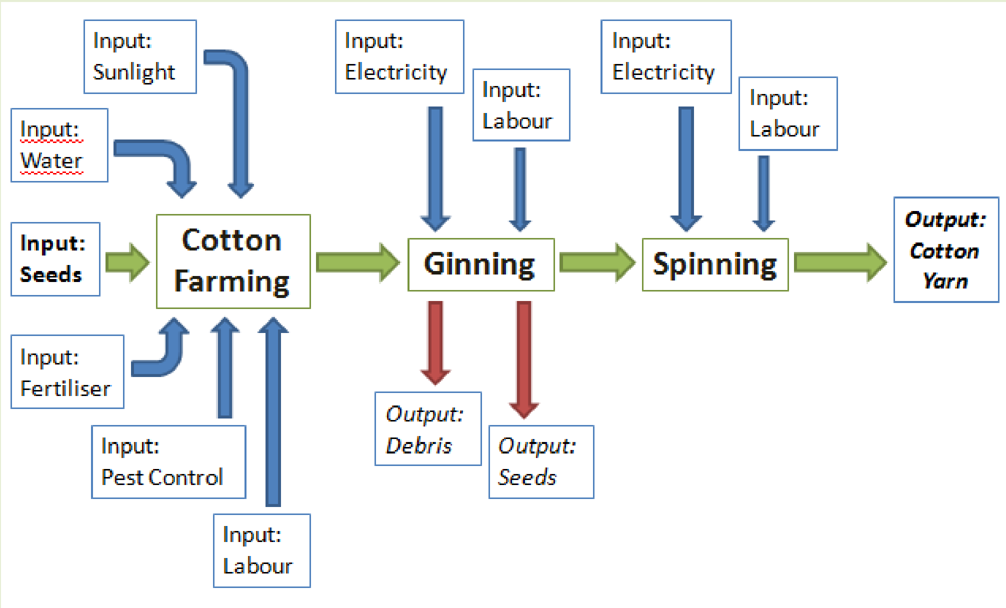
Purpose	• Rich Pictures are a simple (and fun) way of **recording information** provided by clients. • They work especially well with **low-literacy groups**. • In our experience, clients really enjoy creating them too, so don't feel you have to do all the drawing!
Intro	A Rich Picture is basically a pictorial representation of a situation, process, or a business or farm. Use a large piece of paper or white/black board. Having a selection of colours is helpful, but it is not necessary, Rich Pictures can be produced in black and white.
Example 1	This is an example of a Rich Picture we used to represent a Tree Nursery Business. 
Example 2	This is an example of a Rich Picture we used to represent wheat production and consumption steps. 



Step 1	For your chosen topic or situation start with some of the basic elements, draw these in whatever form is easiest to understand, e.g. people can be represented as matchstick people.
Step 2	Add to the picture as much detail as you can. Simple single words can be used where necessary. Standard well-known signs can be useful too, e.g. $$$ (money), ☺ (happiness), ☹ (sadness), 🕑 (time), etc.
Step 3	Encourage your clients to comment and even contribute to the drawing. Make the process as interactive as possible.
Final Notes	• *Like Mind Maps, Rich Pictures can be really useful for summarising at the beginning and end of meetings.* • *Rich Pictures work really well for explaining processes (e.g. what happens to your tea leaf once it leaves your farm).* • *Rich Pictures work well with groups: they generate lots of discussion and can be used to highlights areas that some group members may have been unaware of previously.* • *Don't be afraid to use Rich Pictures with literate people. Sometimes people at first can be quite reserved and may think the process is childish, but they usually come round and enjoy the experience.* • *Don't worry if you don't consider yourself to be an artist! Simple signs and pictures are often the most effective.*

Flow Diagrams

Purpose	• Flow Diagrams are an excellent tool for representing **processes**. • They can be a really useful tool when working with clients to explore what would happen if they did some different in a standard process.
Intro	Flow Diagrams start with **inputs**. They then show what happens to these inputs as they are **processed**. Finally they show the **outputs** that are produced by the process.
Example	This is an example of a Flow Diagram representing the processing of cotton seed into cotton yarn.



Step 1	Start with the inputs, write each of these down on the left-hand side of your paper, draw a box around each. (Pictures can also be used to represent them if you prefer.)
Step 2	Think about each stage of the process that these inputs go through. Write each in a box in the middle of the paper. Use arrows between them to represent the sequencing of the different stages.
Step 3	Write the outputs down on the right-hand side of the paper. Draw boxes around these and link them to the appropriate stage of processing that produces them. Don't forget unwanted outputs, e.g. waste material, these are also outputs and should be included in the diagram.
Step 4	Depending on what your objective is, it may now be appropriate to ask how the process can be altered. • Can anything be adjusted to make it more efficient? • Could any unwanted outputs become inputs for another process? It may also be appropriate to ask, what do we need to know more about? Are there stages in the process that are not clear, are their inputs who's origin is unknown? How can the tool be used to improve our understanding?

Final Notes

- *Flow Diagrams can be a useful way of working with a client to explore what he knows and doesn't know about a process that affects him. The process of creating a flow diagram may expose where his strengths and weaknesses are and what he needs to understand more about.*
- *Flow Diagrams can get very complex. When working with the same client over a long period, it can be useful to slowly increase the detail in a Flow Diagram, for example, often individual stages are mini-processes themselves and require a Flow Diagram of their own.*

6.2 Tools for Problem Identification

Problem Tree

Purpose

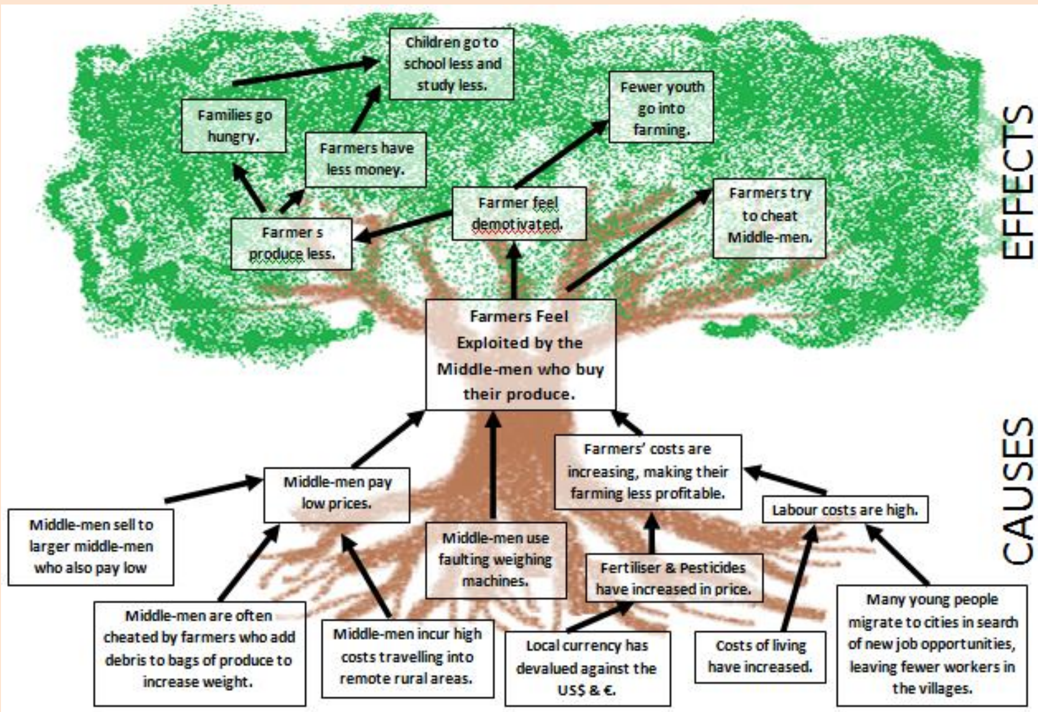
- The Problem Tree is a simple tool for exploring the **causes** and **effects** of a particular **problem**.
- It is particularly useful when working with groups: it enables everyone to share their understanding of a problem and to create a unified understanding of why it occurs and what results from it.

Intro

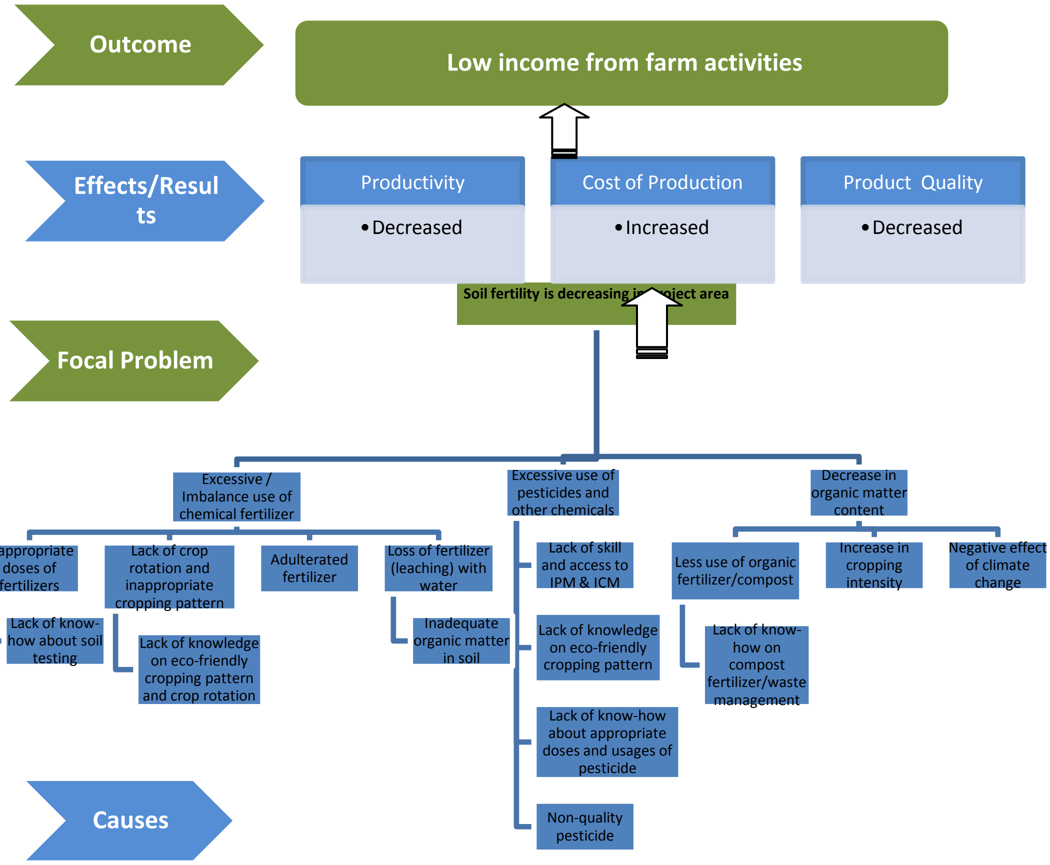
The Problem Tree is like a real tree. The problem being explored comprises the trunk of the tree, the causes of the problem are its roots, and the effects are the leaves.

Example 1

This is an example of a Problem Tree exploring the causes and effects of the problem: *Farmers feel exploited by the Middle-men who buy their produce*.



Example 2 This is an example of a Problem Tree exploring the causes and effects of the problem: *Soil fertility is declining*.



Step 1 Draw the trunk of your tree and label it with the **key problem** that you wish to explore.

Step 2 Think of as many **effects** of this key problem as you can. Draw the foliage of the tree and add these effects to this area.

Draw arrows to represent the **causal relationships** between these.

Step 3 Think of as many possible **causes** of the key problem as you can. Draw the roots of the tree and add these to this area.

Again, draw arrows to represent the **causal relationships** between these.

Final Notes

- *When working with a group, use good **open questions**, followed by **probing questions**, to get them exploring the problem and indentifying causes and effects.*
- *If possible, use sticky-notes – one for each cause and effect (post-it notes). These can then be easily rearranged as more details are added.*
- *In our experience we have found it most effective to get all the groups' ideas about causes and effects onto the tree before critiquing them. Once everything is out, it is then more effective to go through each one and assess whether it needs to be reworded, repositioned or even removed.*

Why Why?

Purpose

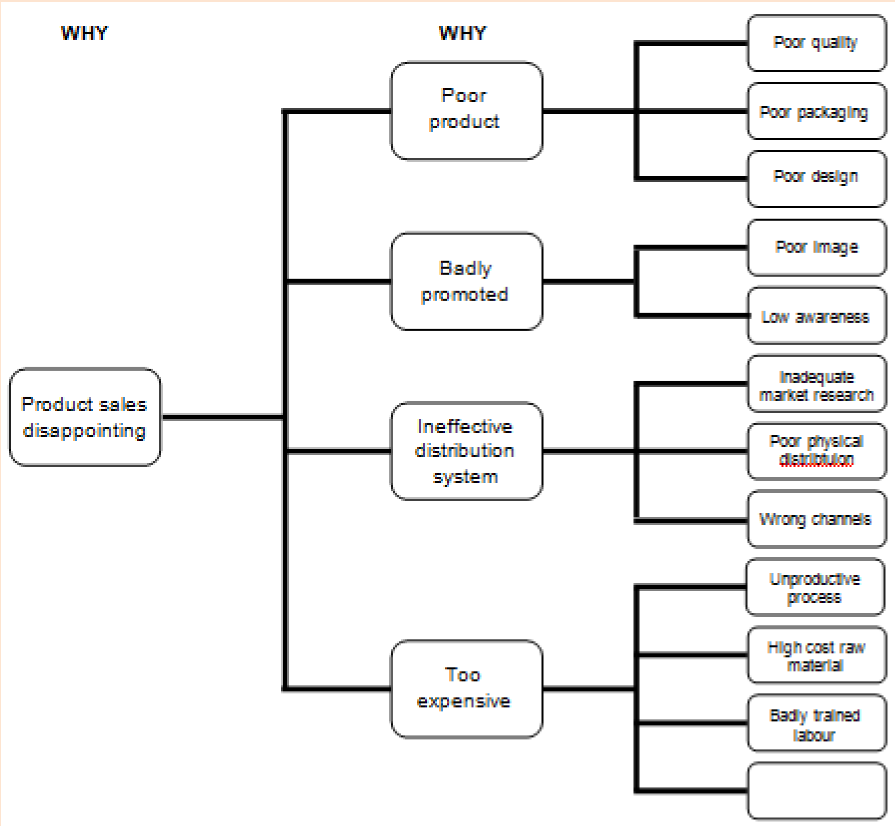
- The *Why Why?* tool is similar to the Problem Tree but it focuses purely on the **causes** of a particular problem.

Intro

Why Why? enables you to thoroughly interrogate why a particular problem is occurring.

Example

This is an example of a *Why Why?* exploring why a particular business is experiencing disappointing sales of a new product.



Step 1

Write the main problem you are exploring in a box on the left-hand side of your page.

Ask "*why is this happening?*" Write all possible causes each in a box to the right of your main problem. Connect these to the main problem with lines.

Step 2

For each of the possible causes you have identified, ask "*why is this happening?*" and again record each of the possible causes in a box to the right of problem they are related to. Connect these together with lines.

Step 3

Repeat the process until you have exhausted possible causes for the all the causes you have identified. What you should have as a result is a causal diagram linking the main problem explored with a selection of possible **root causes** for that issue.

The example above shows 2 levels of causes, don't be limited by this, use as many levels of causes as you need to – the example above certainly could be extended with

	further levels of causes, for example by asking "*why is the quality poor?*", "*why is the packaging poor?*" and so on.
Final Notes	• *Be careful not to be too interrogative when using this tool. Several "why" questions in succession can feel like an interrogation and clients can quickly become defensive because they feel they are being criticised. Try rephrasing the question in different ways that softens it: e.g. "what could be causing that?" "what do you think is contributing to that?".*

6.3 Tools for Assessment

SWOT Analysis

Purpose	• SWOT Analysis is an extremely popular tool for assessing organisations' **internal strengths** and **weaknesses** and the **external threats** and **opportunities** they face. • SWOT Analysis can be especially useful when organisations do it for themselves. As a Service Provider it is your role to guide them through this process and support them to think deeply and honestly about their organisation.
Intro	SWOT Analysis uses a simple 2 by 2 grid. Each quadrant in the grid is assigned a heading: Strengths, Weakness, Opportunities and Threats. Once the information is completed in each quadrant, clients can explore how the different areas can complement one another and the organisational strategy can be enhanced.
Example 1	This is an example of SWOT analysis of a small pickle business, called Vanita's Pickles. Vanita (the sole proprietor) runs the business from her own home, she makes the pickles in her kitchen and sells them to local families and friends. She is considering ways of expanding her enterprise.

STRENGTHS	WEAKNESSES
• No debt. • Good quality ingredients bought for a good price. • Home-made taste appeals to customers. • Profitable (small profit made on each jar). • Has loyal customers who like the product and buy regularly. • Uses her own premises (space at home).	• Slow production process. • No book keeping / cash-flow management. • Some jars are of poor quality (cracked) and no standardisation. • No hygiene qualification or accreditation. • Products lack labels – Vanita tells her customers what is in each jar. • There is no attempt at promotion – Vanita relies on word-of-mouth.

OPPORTUNITIES	THREATS
• *A local store has expressed an interest in stocking her pickles.* • *There are other local stores in the area that may be interested if approached.* • *There is a local market where Vanita could have a stall.* • *Women from Vanita's SHG are keen to join the business as employees.*	• *New policies on hygiene procedures may affect the business.* • *Other women have seen her success and are thinking of doing the same.* • *Expansion would require hygiene certificates and the government officials that provide these often demand bribes.* • *Vanita's husband is not happy about the business and his wife making her own money.*

Example 2 This is an example of part of a SWOT Analysis of the Bangladesh Agriculture Sector.

STRENGTHS	WEAKNESSES
• Favourable agro-climate generally prevails throughout the year for crop production • Research extension systems exist for technology generation and technology transfer/extension at farm level • Experts, scientists and trained personnel are available for agricultural research and Development • Appropriate technologies are available for production of major crops • Agricultural input providers network exists throughout the country • Farmers are responsive, innovative and adaptive to new technologies • Sufficient workforce for agricultural activities is available • Wide range of biodiversity exists for different crops	• Agricultural marketing system is comparatively weak • Post-harvest loss is high • Farmers own capital for agricultural activities is inadequate • Access to institutional agricultural credit is limited. • Farmers organizations are inadequate and ineffective • Input use (water, fertilizer, pesticides) efficiency is low • Technology to meet export market requirement is inadequate • Technologies to cope with unfavorable environment are insufficient • Private sector investment in Research and Development is insignificant • Trained scientists and infrastructural facilities for advanced agricultural science are inadequate
OPPORTUNITIES	**THREATS**
• Modern technological know-how is available for dissemination • Scope for expanding hybrid technology exists • Prospects for adoption of advanced technology in agriculture are bright • Potentials for proper utilization of hilly areas including agro-ecologically disadvantaged regions exist • Export potentials exist for high-value crops to upstream and ethnic markets • Scope for crop diversification and intensification exists • Scope exists for value addition to agricultural produces • Market for value added products exists • Agriculture sector has capacity to absorb labour force and to generate income • Scope for reducing yield gaps exists	• Environmental vulnerability (climate change, flood, drought, storm, salinity, pest and diseases, river erosion) prevails • Soil health is declining • Cultivable land and water resources are shrinking • Uncertainty of fair prices of agricultural commodities is causing disincentive to farmers • Agricultural biodiversity is eroding • Agricultural environment is degrading • Budgetary allocation for agriculture, especially for research is inadequate • Use of agricultural land for non-agricultural purpose is increasing

Step 1	Divide a large piece of paper into 4 quadrants. Label them: Strengths, Weaknesses, Opportunities, Threats.
Step 2	Start with the *Strengths*. These are internal *positive* characteristics of the organisation. Asking the question, *what do we do well?* can be a helpful way to start identifying these.
Step 3	Next, identify *Weaknesses*. These are the internal negative characteristics of the organisation. Asking the question, *what could we be better at?* Can be a helpful way to start identifying these.
Step 4	Next, identify the *Opportunities* available to the organisation. These will be external to the organisation, so the organisation is unlikely to be able to influence them directly, but it may be able to take advantage of them.
Step 5	Now, identify the *Threats* facing the organisation. Again these will be external to the organisation, but will be likely to affect it.
Step 6	Once you have all this detail, step back and review what you have on your SWOT Analysis, does anything need adding or amending?
Step 7	Now you have all the information recorded about the organisation, start analysing how the quadrants complement one another. Ask the following questions: • *How can our Strengths help us take advantage of the Opportunities available to us?* • *How can our Strength help us overcome the Threats facing us?* • *What Weaknesses do we need to overcome in order to take advantage of the Opportunities available to us? How will we do this?* • *What Weaknesses do we need to overcome to prevent us falling victim to the Threats that face us? How will we do this?*
Final Notes	• *Once all the steps are complete it should be possible to identify action points and objectives with your client to move the organisation forward.* • *SWOT analysis can be an intense process that takes time. Doing it well requires a lot of trust between Service Provider and client: make sure the trust is well established before embarking upon the process.* • *By way of preparation, you may find it worthwhile to conduct a SWOT analysis of yourself as a Service Provider. This will enable you to identify ways of enhancing your service provision further.*

PESTLE Analysis

Purpose	• PESTLE Analysis enables you to create an **overview** of the '**meso'** and '**macro' environment** that an organisation is operating within. In this way it builds your understanding of the **context** in which organisations are working. • Once complete, a PESTLE Analysis can enable you to identify *Opportunities* and *Threats* facing an organisation. In this way it complements the SWOT Analysis tool.
Intro	PESTLE is an acronym for: • Political, Economic, Social, Technological, Legal and Environmental. These six themes compromise the categories across which an organisation's environment is scanned.
Example	See below for an example of PESTLE analysis of Traidcraft Plc.
Step 1	Divide a large piece of paper into 6 columns. Work through each of the 6 themes in turn, ask: *what factors related to this theme currently impact the organisation in question?* Record all your ideas on the paper.
Step 2	Using the same 6 themes, and again taking each in turn, ask : *what factors related to this theme are likely to impact the organisation in the near future?* Record all your ideas on the paper.
Step 3	Step back from your PESTLE Analysis. Ask the following questions: • *Is there anything unexpected in the analysis?* • *In terms of opportunities for our organisation, what is it suggesting?* • *In terms of threats to our organisation, what is it suggesting?* • *Which thematic areas do we need to do more research into, i.e. where do we not know enough?* • *What are the implications for the organisation's strategy?*
Final Notes	• *PESTLE Analysis works best when done with a group: the analysis benefits from multiple perspectives.* • *It is often useful to follow a PESTLE Analysis with a SWOT analysis, this enables you to focus in on Opportunities and Threats, but in addition it enables you to look at the internal organisational characteristics through Strengths and Weaknesses.*

PESTLE Analysis for Traidcraft Plc UK Traidcraft Plc is the UK's largest Fair Trade organisation. It was founded in 1979 and seeks to demonstrate how trade can be conducted in a fair and sustainable way. Traidcraft sources Fair Trade products and ingredients from over 30 developing countries. It sells these products to consumers in the UK through various means, including: a Mail Order catalogue, an online shop, a network of committed volunteers, to other retailers such as supermarkets.					
Political	**Economic**	**Social**	**Technological**	**Legal**	**Environment**
• The political situation in the UK is **stable**. • The government has kept its pledge to continue **current overseas aid commitments** and is **positive** about **engaging with the private sector**. This *may* mean that there are more opportunities for business focused solutions to poverty.	• Since 2008, the UK has been experiencing an **economic contraction**. Consumers have **less disposable income**. Although our customers continue to shop at Traidcraft, they tend to be **buying less.** • The UK's economic contraction also makes it more **difficult to convince** potential **new customers** to **pay a premium for a fair trade** product. • At a global level levels of poverty are changing as the BRICS countries grow rapidly and some previously wealthy European countries see their economies contract severely and unemployment reach record levels.	• The British public perceive the current recession as being largely caused by the **recklessness of greedy business** people who operate **without concern** for anything other than their own pay-cheques. As such, the **public is keen to engage with businesses that do operate in ethical ways**. • **Fairtrade** is **recognised** by the majority of the British public. It has **higher exposure** than ever before.	• **Consumers** in the UK are **shopping online** more and more. • **Internet**-connected **SMART phones** are now being used for shopping. Websites need to be programmed for optimum use on these devices.	• **Recent EU regulations on children's toys** have required Traidcraft **invest time and resources** in **training** its suppliers of these items on the new requirements.	• **Climate Change** is impacting many of our producers. For Traidcraft's agricultural producers it could potentially **decrease their productivity**. It may **destabilise** some of the communities affecting the lives of our producer partners and potentially the **reliability of our supply chains**. • Climate Change is causing erratic weather conditions in the UK which at times affects our business operations, e.g. flooding in warehouse, staff unable to drive to work.

Force Field Analysis

Purpose

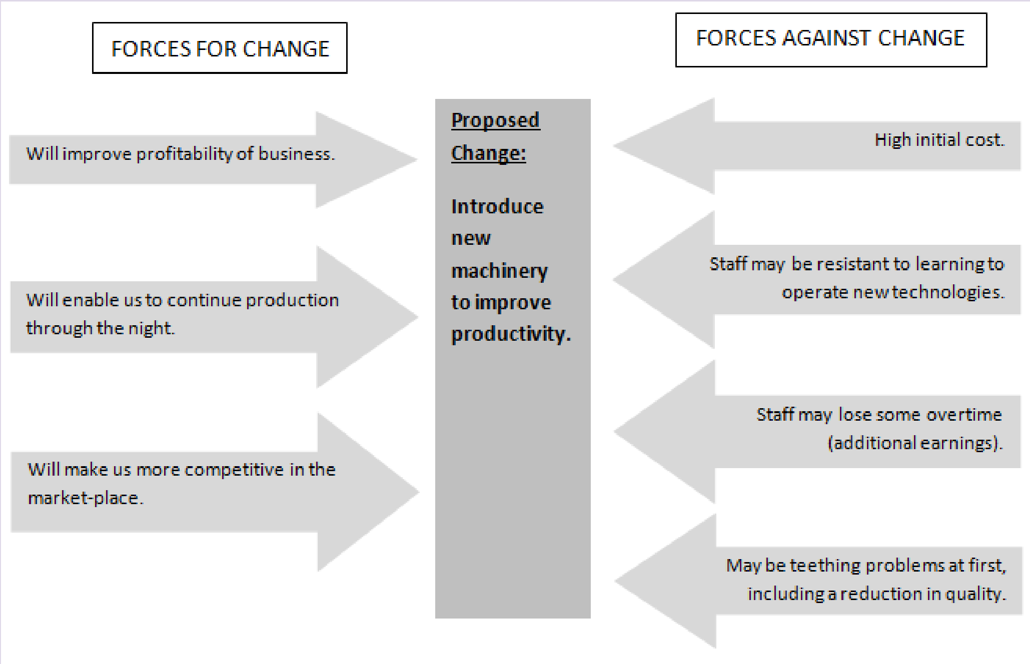
- Force Field Analysis enables you to examine the forces **for** and **against** a proposed change or decision.
- It enables you to consider more systematically where to focus energies and time to bring about the change or make the decision.

Intro

Force Field analysis involves creating a diagrammatic representation of all the forces for and against the change or decision under consideration.

Example

This is an example of a Force Field Analysis created by a business owner considering whether to introduce new machinery.



Step 1

Write the change or decision in the middle of a page and draw a box around it.

Step 2

On the left of the page list forces *for* the change. Draw an arrow around each one.

Step 3

On the right of the page list forces *against* the change. Draw arrows around them.

Step 4

Step back from your analysis. Consider each of the arrows in turn and consider the following questions:

- *Which are the most powerful forces on either side?*
- *How could the forces against the change be lessened?*
- *How could the forces for the change be increased?*
- *Overall, is the change/decision viable?*

Final Notes

- *Force Field Analysis can be really useful when working with a group of people who have diverse opinions on how to bring about a change. Mapping all the forces through this process helps bring people onto the same page and from there it is easier to develop a unified strategy.*

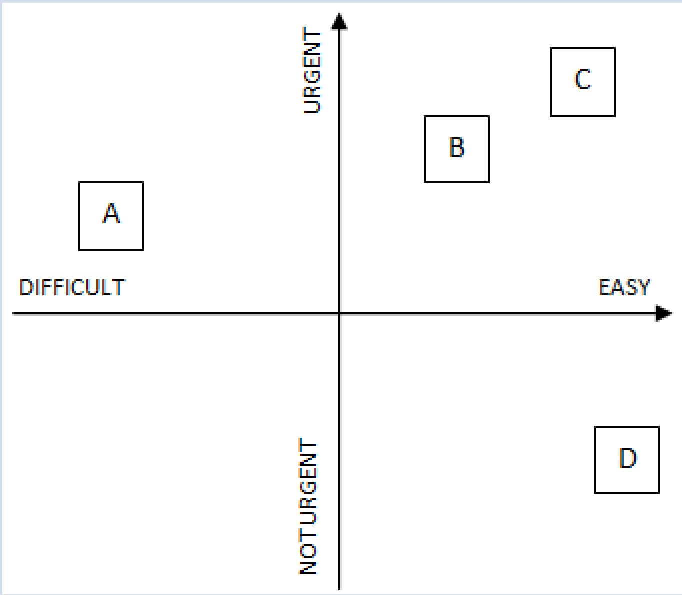
Prioritisation Matrix

Purpose	• Using a Prioritisation Matrix is useful when a client is faced with several problems and needs to decide which to attend to first.
Intro	A Prioritisation Matrix asks you to assess each individual problem according to its **urgency** and the **ease** by which it can be addressed. The individual problems are then plotted accordingly across four quadrants.

Example

The following example explores the problems being experienced by a small bakery business.

Currently the bakery is operating below its optimum capacity because one of its ovens is not functioning properly due to a minor fault. As such the bakery is not generating as much revenue as usual. In addition, it has come to the manager's attention that some of the baking team are not as good as others. There is a need for some staff training. Over the long-term the price of flour is increasing and the manager needs to consider searching for a new supplier and negotiating a better price with them. Finally, recently a customer commented that the bakery sign is looking a bit dilapidated!



Problems:

- A - Price of flour is increasing every month.
- B - Quality of baking is not consistent across the team.
- C - One of the ovens needs minor repairs
- D - Shop sign needs repainting.

The Matrix suggests that the problems should be tackled in the following order:

1. Repair oven.
2. Train staff to improve skills and consistency.
3. Search for new supplier and negotiate better price.
4. Repaint shop sign.

Step 1	List out all the problems that need to be tackled. Give each one a letter or number as a key.
Step 2	Draw the Matrix: one vertical line representing urgency, one horizontal line representing difficulty/easiness.
Step 3	Plot each problem in an appropriate place on the matrix according to the two criteria: urgency and difficulty/easiness. Remember the axis of matrix represent continuums representing degrees of difference between the extremes.
Step 4	Prioritise the problems by looking at the top right hand corner of the matrix and working back to the lower left. I.e. • Start with those that are easy and urgent. • Then address those that are urgent but more difficult. • Leave the difficult but non-urgent until last.
Final Notes	• *Work through the process with your client or group of clients. Draw the matrix and label the problems, but let them assess and position these on the matrix. This will help build their ownership of the prioritisation process.* • *Once you feel confident about using the Prioritisation Matrix in its current form, feel free to amend the axis with other criteria that may be more appropriate to the context in which you work.*

Action Planning

Purpose	• Once problems have been prioritised, you'll need to develop a plan as to how to address these problems. The Action Planning template is a simple tool to help systematise the process.
Intro	The Action Planning template enables you to map out all the **steps** involved in addressing the problem, what **resources** are needed, **who** will do them, **when** they will **start** and by when they will **finish**.
Example	*See below for the template.*
Step 1	Start by specifying what your **objective** is, i.e. what are you aiming to achieve. Add this to the top of the Action Plan.
Step 2	Give a brief **overview** of the solution proposed. Add this to the Plan.
Step 3	Complete the table working step-by-step and completing every column for each step. Give as much detail as you can.
Step 4	Make sure everyone who will be working on the solution knows their role, responsibility and time-scale, as well as the bigger picture of the overall objective and how their part contributes towards this.

Final Notes

- *Use the plan to monitor progress. It may need to be amended as you go if any of the steps become more complex or challenging than originally expected.*
- *Ensure the process of completing the Action Plan involves your client/s as much as possible. Action Plans are followed only when clients have participated and brought-in to the process.*

Action Plan Template:

Topic:

Objective:

Overview of Solution:

STEPS TO TAKE	RESOURCES NEEDED	WHO	Start Date	Completion Date

ARCI Matrix

Purpose	• The ARCI Matrix is a simple tool that helps with the allocation of responsibilities for a specific task. • It is most useful for tasks being undertaken for a team of people and therefore is especially useful when working with groups.
Intro	The ARCI Matrix asks: who is **accountable** for the task, who is **responsible**, who should be **consulted** and who should be **informed**. We define these terms as follows: • Accountable – the person who holds the overall accountability for the task being conducted properly. • Responsible – the person who actually *does* the task. • Consulted – the person/s who should be consulted before and during the task. • Informed – the person/s who should be informed after the task has been completed.
Example	The following is a simple example of how the ARCI matrix can help when planning activities with farmers groups.
Step 1	List out the key task s involved. This may be much more detailed than in the above example.
Step 2	For each task, ask: • Who is **accountable** for the task? • Who is **responsible** for doing it? • Who should be **consulted?** • Who should be **informed** about it? Record these in a table format as appropriate.
Step 3	Monitor against this agreement as the task are implemented.
Final Notes	• ARCI matrixes can be integrated with Action Plans to enhance the detail and enable people to be completely clear on their role and the roles of others.

Example table:

The senior members of a farmers groups has decided that in order to improve productivity their members need to be trained on good planting techniques.	
Accountable	The chairperson of the group is accountable for this task being successfully conducted. His is the highest authority on the matter.
Responsible	The person who delivers the training is responsible for it, i.e. the trainer.
Consulted	The group members need to be consulted on the training in order to understand their needs.
Informed	Perhaps, the committees of neighbouring groups should be informed in case they wish to learn from this experience.

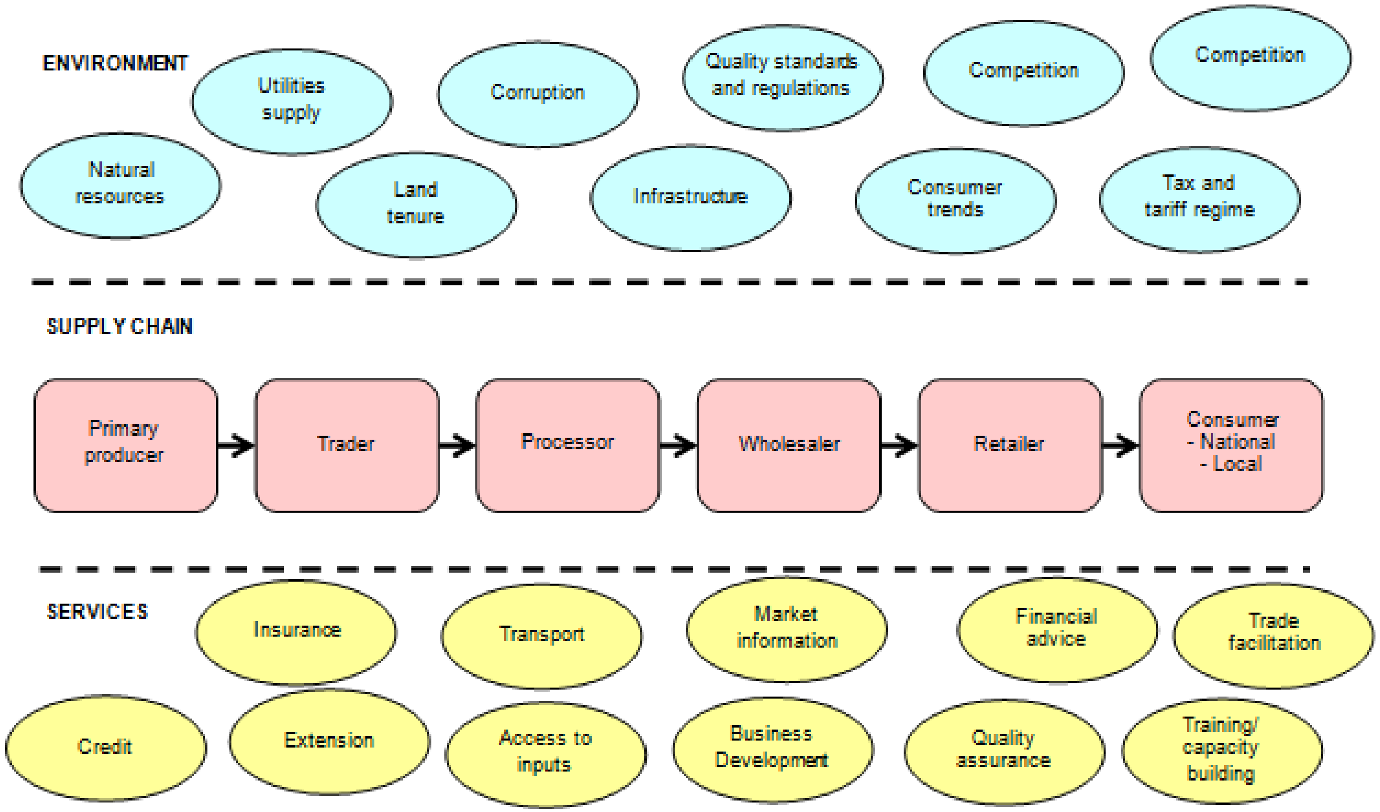
Six Thinking Hats

Purpose	• The *Six Thinking Hats* tool enables people to think about an issue from a variety of different view-points – some of which they might not normally consider. • It opens people to options and solutions that are informed by a more comprehensive assessment of the issue in question.
Intro	Six Thinking Hats was developed by a Edward de Bono a prominent European thinker. It has been utilised across the world by many leaders and organisations. The Six Hats are: • White Hat – Information and data focused thinking. • Red Hat – Emotional and intuitive thinking. • Black Hat – Negative/pessimistic thinking. • Yellow Hat – Positive/optimistic thinking. • Green Hat – Creative thinking. • Blue Hat – Meeting chair.
Example	See Edward de Bono's website for further information including videos which describe the tool and how it has been used by others. http://edwdebono.com/
Notes	*The following process describes the process of using the Six Thinking Hats tool with a group of 6 people, including yourself.* *Of course, you can use the tool with more than 6 people, the only difference is that several people will wear the same hat (i.e. think about the problem from the same perspective), but that is not a problem – in fact it can stimulate more ideas.* *The tool can also be used with individuals; however this is more difficult, so we recommend you first try it with a group.*
Step 1	• Agree on the issue or problem that the group needs to discuss. • Explain to your group members that you will be asking each of them to focus on just one way of thinking about the issue. This doesn't mean that they should only have one idea, in fact they should discuss as many ideas as they can, but they should consider the issue/problem from this *one perspective*. • Assign each person a coloured hat: you keep the Blue Hat. Explain that the hat is metaphorical: they don't actually wear a real hat!
Step 2	Explain to each hat-wearer the following (it may be useful to have the questions written down for each person): • **White Hat** You are focused on information and data: this is your way of thinking. Consider the issue/problem by examining the information and data we have about it. ○ What is this information/data telling us? ○ What is it not telling us?

	◦ What information/data are we missing? How could we acquire it? • **Red Hat** You are an emotional and intuitive thinker. Consider the issue/problem through the following questions: ◦ What is your gut reaction to it? ◦ How do you feel about it? What are your emotions? ◦ What do other people affected by it feel? What are their emotions? • **Black Hat** You have a negative, pessimistic or critical way of thinking. Consider the issue/problem through the following questions: ◦ What are all the bad points about it? ◦ What might go wrong? ◦ What are the weaknesses? ◦ What can we do to overcome these? • **Yellow Hat** You are a positive and optimistic thinker. Consider the issue/problem through the following questions: ◦ What are all the reasons for doing this? ◦ What are all the good things it could lead to? • **Green Hat** You are a creative thinker, you are not affected by criticism of your ideas, you like to think and voice every possibility no matter how wacky! ◦ What are all our options? ◦ What are the things that other people might not have considered because they seem too strange, ambitious or crazy!? Give all your participants time to adjust to their new thinking style and consider the issue/problem from their new perspective.
Step 3	As the Blue Hat wearer you need to chair the discussion. Make notes if you can. Initiate it and ensure everyone contributes. Don't let any one voice dominate.
Step 4	Once you feel the discussion has run its course, bring it to a close. Summarise the key points. Ask people whether the process has shed any new light on the issue / problem discussed.
Final Notes	• *Six Thinking Hats is a challenging tool to use. It requires excellent facilitation skills. Utilise your questioning, paraphrasing and summarising skills to make sure you facilitate effectively.* • *It gets easier the more you do it!* • *Have a look at Edward de Bono's website for more information and guidance: http://edwdebono.com/*

6.6 Assessing the Larger Context

The Market Model	
Purpose	• The market model provides a template for mapping out a **supply-chain**, the **environmental factors** that affect it and the **services** that support it. • The tool is a useful for helping clients to understand the larger context that their work forms part of and the availability of services that may be of value to them.
Intro	The Market Model consists of 3 layers: the wider environment, the supply chain itself, the available services.
Example	See below for a template Market Model for a generic supply chain.
Step 1	Divide your paper into three layers. Label each one: Environment, Supply Chain, Services.
Step 2	Start with the *Supply Chain*, ask your client/s to describe all the stages in the supply-chain that they form part of: record these on the paper. Depending on the level of knowledge of your clients, you may need to prompt and support them with this process.
Step 3	Move on to the *Environment*. Ask your client/s to describe all the factors in the wider environment that affect the whole supply chain. Record these on the paper. Again, you may need to support this process depending on the clients' knowledge of the wider environment.
Step 4	Finally, consider the *Services* market. Ask your client/s to describe all the Services available to the Supply Chain that support it to work well. Record these on the paper. Again, support this process as required.
Step 5	Step back from your market model. Ask your client/s if anything is missing or needs amending. Discuss with them what the model tells us about their place in the whole process. Discuss whether any of the services described are ones they aren't using but that might be useful to them.
Final Notes	• *The model is quite an advanced tool. However, don't be put off from using it with less knowledgeable clients: just be prepared to support them accordingly.* • *Whilst the model may not itself generate any new solutions to challenges your clients' face, it can broaden their perspective and enable them to see themselves as part of a much bigger economy. Consider it as one part in a process of supporting clients.*



Generic Example Market Model