

# ORGANISATIONAL DEVELOPMENT

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At the end of this section you will have:

- A better understanding of IkamvaYouth’s organisational structures and procedures that assist the delivery of a high quality tutoring programme
- Been introduced to a variety of templates and examples to help build your own organisational structure and processes
- Gained understanding to grow and strengthen your tutoring programme



## Note

It is advised that you get your tutoring sessions operating effectively before you start seeking fundraising, developing chartered accounts or implementing an M&E process.

# PROJECT PLANNING AND MANAGEMENT

Project planning and management is a broad topic area. Good planning is essential in order to get where you want to go. You will need to plan regularly throughout the year, on an individual level and organisational level.

## Theory of Change (TOC)

Before you can plan what it is you are going to do you need to know why you are doing it and what impact you are hoping to achieve. The TOC helps you to create a causal link between what it is that you want to achieve i.e. your ultimate outcome, short and long term indicators of change, and the activities that you will undertake (outputs) and the resources needed to make these happen (inputs).

There are various ways to work through your Theory of Change. The important thing is to do it as a group so that your whole team is working for the same thing and can see every activity as a step towards a larger goal.

Resources/Templates – IkamvaYouth’s Theory of Change

## Strategic Planning

This involves all levels of the organisation and tries to distinguish the collective goals and how you will achieve them. The outcome of strategic planning is a series of SMART objectives that help to guide the organisation’s direction.

SMART objectives ensure that your goals are:

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

*e.g.*

*Not SMART: Improve pass rate in Western Cape.*

*SMART: In January 2016 IkamvaYouth will have achieved a 100% matric pass rate in at least one Western Cape branch.*

**Individual planning;** Overarching organisational objectives act as the compass but it is your responsibility to steer the ship. You need to put in place a plan that is workable for you. A plan is useless unless you are able to execute it!

A planning process that many organisations have found useful is the idea of framing planning as a "Why?", "What?", and "How?" process.

#### The Why?"

What is the outcome or result you are trying to achieve *e.g. retaining volunteers*

#### The "What?"

What are the five steps you need to get right to produce the result?

*e.g.*

- *Deliver a quality training*
- *Implement a consistent schedule*
- *Communicate regularly*
- *Involve volunteers in the decision-making*
- *Appreciate and acknowledge their input and value*

#### The "How?"

How can you actually achieve these 5 points? What 3 steps can you do tomorrow to work towards each?

*e.g. Deliver a quality training*

- 1) Set a date for training and communicate this well ahead of time to current and prospective tutors

- 2) Download the 'How to run a tutor training session' and adapt it accordingly
- 3) Make a list of what is needed on the day - flip chart paper, pens, chairs, food, drinks, printed materials. Make sure you have everything sorted a week before the event.

By breaking down the objective into bite-sized chunks you will actually be able to take action on your plans. Quality planning and action takes discipline as you need to hold yourself and each other accountable. At the early stages of your programme, no one else will. If you want to make things happen it is your responsibility to make them do so!

Bear in mind that there are many different methods of project planning and management. The important thing is to find a method that works for you. This method encourages you to reflect on your actions and whether or not they have been successful. Were they completed? If not why not? What needs to be in place so that they can be completed? It is during the check phase that you hold yourself accountable to your plan and you can refine the plan during the 'act' stage to produce a new result.



## Tip

Set aside a couple of hours every week to look at what you need to do and how you are going to do it. Make a 'To do list' for the week, prioritise this list by numbering, and as you go tick off those that you complete. This is a good method as you will be able to reflect at the end of the week and see what it is you have achieved - something we too often forget to do.

Try not to view planning and management as an external activity you have to do on top of your increasing workload, but rather see it as a method of making you as a coordinator more efficient and effective and in this way improving the quality of your programme and its results.

## Planning for 'Scale'

As your programme develops you may be in a position to consider setting up another programme at a different school or in a different area. If you find yourself in this position and can see a way of 'scaling' growing your activities it makes sense to seize these opportunities. However, there are some questions that need to be considered beforehand:

- What is my purpose for expanding?
- Does this align with the organisation's vision and values?
- Is there learner demand?
- Have I got buy-in from stakeholders; principals, teachers, community leaders etc.?
- Is my whole organisation supportive of this choice?
- Have we got the human resource capacity to support another programme?
- Have we got the budget to support an additional programme?
- Can it be done, logistically and practically? E.g. days of the week, times, geographic location and transport, resources etc.
- Is it safe for learners to be walking to and from the proposed programme site?

There are many questions and considerations and you can choose the questions that work best for you. Making time for these considerations before jumping head first into a new project is essential. A simple planning meeting with your core team would allow you to work through these questions and to collectively decide if and how you can go about 'scaling'.